CURRICULUM POLICY

APRIL 2021

Purpose

This document explains how we structure students' learning and why. We have tried to design it so that information is clear to all relevant stakeholders: students' families, staff, trustees, local authorities, and any inspecting bodies. Its content reflects both what we do day to day and what we are ultimately working towards for our students.

Curriculum Overview

Intent:	To enable our students to be active members of their community. To equip students with the skills, knowledge and confidence to live as independently as possible. To create a foundation for long term access to community services, employment or meaningful activities. To help students develop the skills necessary to create meaningful and long lasting relationships with peers. To help our students live happy and fulfilling lives long into the future.
Implementation:	**Functional English, Maths** and **Independence Skills** are embedded into what is an **enterprise focussed curriculum.** We emphasise **work** as being the main context for learning as one of the key functions of college is to prepare students for what comes after. There is a strong emphasis on **community based learning**, creating meaningful contexts where students can apply mastered and emerging skills in everyday situations. Staff have **high expectations** of all students in terms of behaviour and willingness to engage in learning, promoting an **adult approach** to all activities. The following therapies are available to all students: - A **Speech and Language** Therapy Assistant (SLTTA) is assigned to work with each class group. Their main focus is to help create personalised communication strategies and resources to meet the needs of individual students, as well as run small or 1:1 communication sessions. SLTTAs are overseen by qualified Speech and Language Therapists who provide ongoing training to all staff. **Occupational Therapy** (OT) programs are designed to support students with self-regulation; this is done either in class, or in the college gym. - Long term targets are taken from students' **EHCP outcomes**. Staff then create skills based short term targets specific to each individual. Progress is tracked, evidenced, reviewed and celebrated through the Recognising and Recording Progress and Achievement (**RARPA**) framework. Through RARPA, we are able to personalise students' learning throughout the day, during any session. - Baseline assessment are done for all students each year in English and Maths. These assessments will inform decisions regarding learning pathways, targets and possible accreditations. - Where appropriate, students will take entry level **accreditations** in English and Maths through NCFE. **Student Views** are vital in deciding many aspects of their college experience, not only things which are individual to them, such as their learning pathway,

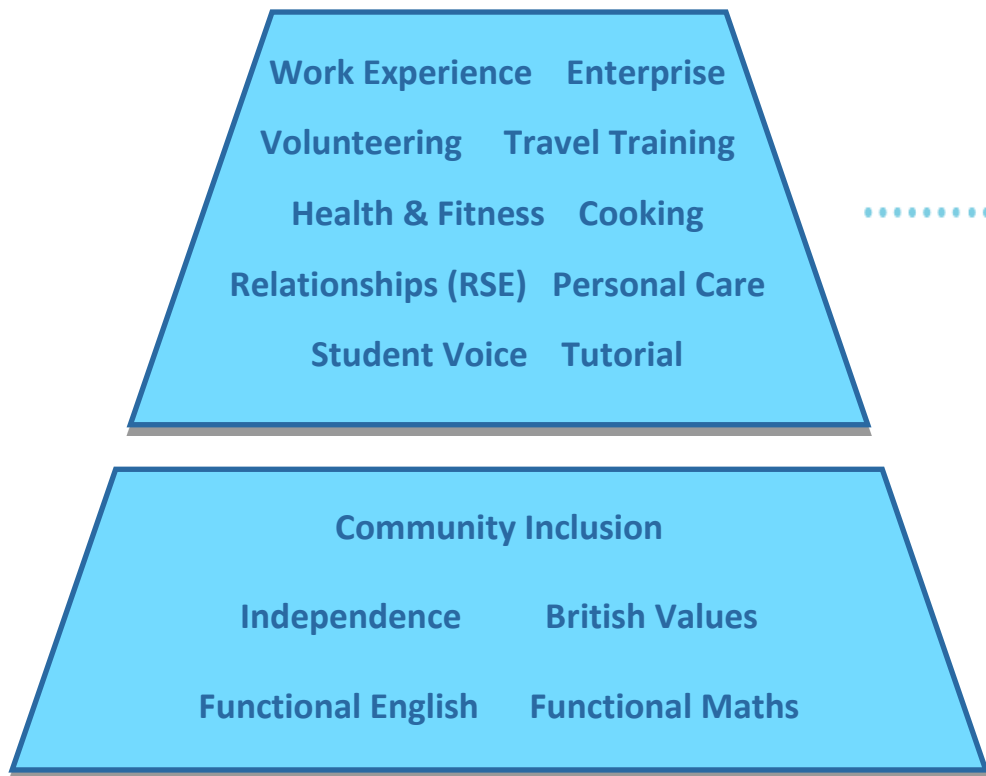|	but also on wider issues such as how the college operates on a day to day level; for example, budgetary spending for key events, or the planning of residential trips.
Impact:	Students have the skills, knowledge and confidence to live a happy life filled with purpose long into the future. Students have mastered transferable skills which can be applied and built upon as they go forward in life. Transitions onto future destinations are positive, appropriate, timely and student centred.

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Learning Pathways

Community & Life Skills	Enterprise & Volunteering	Supported Employment
Pre-Entry Level/E1	E1/E2	E2/E3

Destinations:
Specific routes to achieving long term goals.

The Curriculum

Work Experience   Enterprise

Volunteering   Travel Training

Health & Fitness   Cooking

Relationships (RSE)   Personal Care

Student Voice   Tutorial

Programme of Study:
Subjects on offer to each student.

Community Inclusion

Independence   British Values

Functional English   Functional Maths

Embedded:
Values and practice which underpin all subject.

Learning Pathway

- The process of creating personalised learning for our students begins by identifying the most appropriate learning pathway.
- Each learning pathway has a set of intended outcomes which act as a guide for progression. Students' Programmes of Study are then tailored to meet their individual needs. RARPA *(Recognising & Recording Progress & Achievement)* targets are then set for each student creating a fully personalised learning experience.
- Ability levels are assigned to each learning pathway, providing a general guide as to a pathway's suitability for each student.
- Pathways are designed to be progressive; building on the skills and experience of the previous pathway. This creates a clear route for progression across the curriculum offer.

Community & Life Skills (Pre-Entry Level/E1)	**Intended Outcomes:** - Students have greater independence when taking care of their core needs such as food, drink, personal care and domestic chores. This will allow them to live safer and more independent lives at home. - Increased communication skills and a stronger 'voice' to make decisions about the things that are important to them. Their 'voice' could be words, objects of reference, picture exchange, touch cues, eye pointing, aided language displays (ALD boards), augmentative and alternative communication (AAC), or body language. - Greater awareness of their own emotions and how to self-regulate. This will allow students to become happier and more settled in their behaviour, which will increase opportunities with additional services and career options. - Further development of travel training skills in the local community, both pedestrian and public transport. - Positive experiences with a range of local facilities and services, creating a network of sustainable community activities for life after college. - Clear progression in Functional English and Maths. Skills are transferable, being demonstrated in a range of contexts that are meaningful to the day to day lives of the student.

Work Related Enterprise & Volunteering (E1/E2)	**Intended Outcomes:** - Students will be able to independently and safely carry out some tasks in order to meet their core needs. For example, preparing simple hot snacks, carrying out some personal care routines, as well as maintaining a clean and tidy appearance and home/work environment. - Students will be increasingly confident and proficient at communicating through their preferred 'voice' in a growing number of contexts.

- Students will be able to accurately label their emotions and independently apply some self-regulation strategies when dysregulated.
- Further development of travel training skills in the local community, both pedestrian and public transport.
- With supervision, students are able to navigate to several key community locations.
- Students will have acquired the skills, knowledge and experience of having taken active job roles within a variety of college based business and enterprise projects.
- Students will become agents of positive change in their local community through volunteer work, helping to improve the local environment and the lives of residents. This will also create another valuable context to develop work-related skills.
- Clear progression in Functional English and Maths skills are demonstrated in a range of contexts which are meaningful to the day to day lives of the student, with a particular focus on the application of skills within work contexts.
- Passing NCFE accreditations in English and Maths appropriate to their level.

Supported Employment (E2/E3)	**Intended Outcomes:** - Students are able to live relatively independently within the home, preparing their own food, demonstrating good personal hygiene and taking responsibility for a range of domestic chores. - Students are able to clearly communicate their needs, share ideas and act appropriately on information given to them from a range of sources. - Students have the skills and knowledge to effectively self-regulate if they become anxious or distressed. - Students may still require supervision when travelling in the community; however, they are able to demonstrate a number of safe travel training procedures and can navigate to a variety of key community locations involving public transport. - Students have taken part in a range of supported job roles within local business working alongside a 1:1 job coach. - Students have an up to date CV documenting the skills and experiences acquired, as well as the achievements made through their work experience program. - Passing NCFE accreditations in English and Maths appropriate to their level.

Work Experience

Intent:	To match individual students with work experience opportunities in local businesses. Each role should link to the specific interest and emerging skills of the individual.
Implementation:	Students will take on a regular work placement with a local business supported by a member of college staff. Progress will be recorded by setting and tracking targets specific to the job role. By the end of the placement, the student will receive a reference from the employer/job coach; this will form part of their CV including written and photographic evidence of their achievements; this can then be shared with future employers.
Impact:	Students will be able to make more informed decisions about the types of work which may interest them after college. Students will acquire new, transferable, work related skills to take forward into future employment opportunities. Students will have a clear record documenting achievements in the workplace; this will increase their chances of gaining future employment.

Enterprise

Intent:	To create meaningful and sustainable student-led business projects within college. To recreate the kinds of employment opportunities available to students after graduating from college.
Implementation:	As well as modelling, testing and recording students' progress on specific work related tasks, functional English, Maths and Independence Skills will be embedded throughout each project. Each enterprise project will provide a work related context for students' to progress with their EHCP skills based targets; this will be done through the Recognising and Recording Progress and Achievement framework *(RARPA)*. Examples of potential enterprise projects: **Horticulture** – growing fruit, vegetables and houseplants to sell to the public or use in cooking lessons. **Courier Service –** deliver goods between campuses, departments/, ocal businesses and residents. **Gifting Service –** creating seasonal craft gifts to sell to the public in shops, enterprise fairs or through an online marketplace. **ASD Resource Manufacturing –** working with Speech and Language teams and Outreach services to create ASD resources, games, fidget toys, and self-regulation aids to order. **Samosa Hut –** make and sell samosas to staff, students and local businesses.

Impact:	Students will be better prepared to progress onto external workplace roles by having first gained confidence acquiring the necessary skills within the supported college environment.
	Students will be able to make more informed decisions about the types of work which may interest them in the future.
	Due to the variety of work related tasks within each project, learning can nr personalised by assigning roles to specific interests and the emerging skills of the individual.

Volunteering

Intent:	For students to become involved in group volunteer projects which contribute towards the care and conservation of their local community.
Implementation:	Students will work collaboratively with their peers in order to complete meaningful work related tasks. For example, a group may decide to help improve their local environment by litter-picking at a local park or supporting a local care home.
	The project will provide a work related context to show progress with their skills based RARPA targets linked to EHCP long term outcomes.
Impact:	By creating positive work related experiences alongside college peers groups, students will be better prepared to take on individual work placements outside of college away from familiar peers.
	Students will be making a positive contribution to their local community by helping to improve the lives of their friends and neighbours.

Travel Training

Intent:	To develop students' independence when travelling in their local community and beyond.
Implementation:	Staff will model, test and assess students' ability to complete a progressive set of travel training tasks.
	Lessons will cover pedestrian, public transport and navigation tasks.
	In order to create meaningful learning experiences, Travel Training sessions should have a purpose; for example, walking to a local supermarket in order to buy ingredients for a cooking lesson; or, using public transport to get to a work experience placement or to visit a local leisure facility.
Impact:	Students will be safer when travelling in the community.
	They will become more independent when commuting, giving them greater autonomy in their day to day life, increasing their self-esteem.
	Students will become more familiar with local geography, businesses, leisure facilities and transport links.

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Health & Fitness

Intent:	To provide students with the skills and knowledge to live a healthy life. To increase students' access to local leisure facilities. To build relationships with a wider peer group. To help develop wellbeing through participation in holistic activities such as mindfulness and yoga. To develop students personal care skills with regards washing and dressing.
Implementation:	Sessions will take place offsite at local leisure facilities, as well as making use of onsite resources such as the gym and college yoga classes. Students can track their progress in the following areas: aerobic fitness, bodyweight, flexibility, and overall wellbeing. Students will measure, record and present data on their progress throughout the year. Incorporated into each session will be time to allow students to develop their independence when carrying out personal care routines before and after fitness sessions.
Impact:	Students will have greater awareness of the kinds of facilities and activities available to them during their leisure time at home, allowing them to make informed decision as to how they can spend their free time in productive, healthy ways. These sessions will provide a great platform to further develop friendships with peers. Students will become more independent when carrying out personal care routines. Students will become healthier and happier in their day to day lives.

Cooking

Intent:	To learn how to safely and independently cook healthy food for themselves and others. To learn how to safely and independently use a range of kitchen equipment. To expand the palate of healthy foods that students enjoy.
Implementation:	Students will develop a repertoire of healthy mini-recipes - hot and cold snacks that they can prepare both at college and at home with an emphasis on independence. Students will also take part in group cooking sessions alongside their peers in order to create a large meal for the group. Their role will be one aspect of the overall recipe, allowing them to focus on a particular skill such as grating, chopping or use of a hob. Staff will clearly demonstrate the safe use of all kitchen equipment before promoting independence. Recipes should develop students' repertoire of healthy meals. Food can be a great way to celebrate cultural diversity; therefore, recipe choices should reflect the varied ethnic family backgrounds of the student population.
Impact:	Students will have the skills to increasingly take care of their own needs.

Students will be safer and more independent when using potentially hazardous kitchen equipment.

They will be able to make healthier choices at meal times.

Students will have been exposed to a wide variety of meals and ingredients, promoting a broader and healthier diet.

Relationships (RSE)

Intent:	To develop students' social, socio-sexual and social safety skills.
Implementation:	We currently use 'SoSAFE!' which is a set of visual and conceptual tools designed to promote social safety for people with moderate to severe intellectual disability or Autism Spectrum Disorder. The 'SoSAFE!' program uses a standardised framework of concepts, symbols and visual lesson materials to teach the type and degree of communicative and physical intimacy appropriate with different groups of people in an individual's life. The program also teaches strategies for moving into intimate relationships in a safe and measured manner.
Impact:	Students will have greater awareness of how to take care of their body. The skills and knowledge taught in 'SoSAFE!' will make students safer in their personal lives. Students will be able to make more informed decisions about the kinds of relationships they want in their lives.

Personal Care

Intent:	To provide students with the skills and understanding necessary to carry out their personal care routines with greater efficiency and independence.
Implementation:	Learning about Personal Care occurs within contexts which require personal care routines to take place. For example, students will be required to wash, dry and change after swimming; staff will factor in appropriate time for students' to practice these vital skills after their swimming session. Students will also be asked to reflect on their morning routine at home, focussing on their cleaning routine and choice of clothes. It may be that some students require more specific or frequent support with regards to gaps in their knowledge or skillset around Personal Care; in such cases, further support will be personalised to the individual.
Impact:	Students will become more independent when carrying out personal care routines, allowing them to live more autonomously, improving their self-esteem. Students will become increasingly aware of the importance of cleanliness in relation to their overall health and wellbeing.

Students will be able to maintain a cleaner and tidier appearance; this will improve their employability prospects.

Student Voice

Intent:	To create regular platforms for students to express their views and make key decisions about the running of the college. For students and staff to meet regularly, on mass, to showcase and celebrate progress and achievements.
Implementation:	Staff and students will meet in a large forums. These are designed to be adult celebrations and will be student focussed. Staff will use this time to focus students' attention on key topical issues concerning the college as a whole and seek their views on key events. Staff will promote a celebratory atmosphere through the arts in some way (music/dance) led by students' preferences. A key part of every Student Voice session is to celebrate the progress and achievement of individual students. Multi-media RARPA evidence should be shared to the group to show progress on specific targets. Certificates attained by students can be handed out at this time.
Impact:	Students feel valued by having their efforts celebrated to the rest of the college. Students feel empowered by being asked their views on key issues. Students are motivated and inspired to make progress when seeing the achievements of other students. A continued sense of college community is created by coming together on mass.

Functional English

Intent:	For students to develop their ability to read, write, speak, listen and communicate in English, and to apply this knowledge and these skills in meaningful situations. For students to demonstrate their competence in English by using it in real world situations. To provide students with a foundation for progression into employment or further technical education and develop skills for everyday life.
Implementation:	A baseline assessment is done at the start of each year. This process will inform decisions about learning pathways, targets and possible accreditations. Rather than discreet sessions, Functional English Skills will be embedded throughout the students' programme of study in all sessions. Each student will have personalised targets in Functional English. Targets will be skills based, meaning that they will be transferable to a variety of contexts, focussing on work and daily life. Evidence of progress will be tracked through the RARPA framework.

Impact:	Students will be able to speak, listen, communicate, read and write with increasing clarity, accuracy and effectiveness at each level, and apply these skills to informal and some formal contexts. Students will be increasingly able to use their 'voice', giving them greater autonomy in their lives. The tracking and assessment process informs future learning. Students' will have greater employability prospects through improved English skills.

Functional Maths Skills

Intent:	Students will develop their confidence and understanding of mathematical knowledge and skills and apply them to solve mathematical problems in real life scenarios. To provide assessment of students' underpinning knowledge as well as their ability to apply this in different contexts. To provide students with a foundation for progression into employment or further technical education and develop skills for everyday life.
Implementation:	A baseline assessment is done at the start of each year. This process will inform decisions about learning pathways, targets and possible accreditations. Rather than discreet sessions, Functional Maths Skills will be embedded throughout the students' programme of study in all sessions. Each student will have personalised targets in Functional Maths. Targets will be skills based, meaning that they will be transferable to a variety of contexts, focussing on work and daily life. Evidence of progress will be tracked through the RARPA framework.
Impact:	Students can demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks in a range of contexts. The tracking and assessment process informs future learning. Students' will have greater employability prospects through improved Maths skills.

Independence Skills

Intent:	To provide students with the skills, knowledge and confidence they require to live and carry out day to day tasks as independently as possible.
Implementation:	We promote independence with all tasks; therefore, rather than discreet sessions, Independence Skills will be embedded throughout the students' programme of study in all sessions. Each student will have personalised targets which focus on Independence Skills. Targets will be skills based, meaning that they will be transferable to a variety of contexts, focussing on work and daily life.

	Evidence of progress will be tracked through the RARPA framework.
Impact:	Students can demonstrate their understanding by applying their knowledge and skills to a range of contexts which help to improve their quality of life. The tracking and assessment process informs future learning. Students' will have greater employability prospects through improved Independence Skills.

Community Inclusion

Intent:	To help provide students with a range of enriching and sustainable links within their local community. To deliver teaching and learning in real life contexts.
Implementation:	Skills for life should be developed and tested in real life scenarios; therefore, all students will have a significant amount of their curriculum taught in the local community; for example - travel training, shopping, fitness and leisure, enterprise and work experience.
Impact:	After leaving college, students will have well-established links with facilities and groups within their local community; this will enrich their lives long into the future. Students take an active role in their local community; they are visible and valued members of the public.