



Phoenix College

Curriculum Policy

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1. Purpose

This document serves as a **detailed guide to the programme of study and the pedagogy behind it**. Our primary goal in crafting this document was to ensure **clear communication** with **all stakeholders**, including students, their families and carers, staff, trustees, local authorities, and inspecting bodies. We have endeavoured to **present the information in a straightforward manner**, that reflects both our **daily practices** and the **long-term aspirations** of our students. Through this document, we aim to provide a comprehensive understanding of how we structure learning and the **rationale** behind our approach.

2. Overview

Intent:

- To create an **outcomes driven curriculum**. We want all students to have **paid supported employment** after college. Therefore, our curriculum offer is designed to **inspire and prepare** students for a wide range of potential career pathways.
- To enable our students to be **active members of their communities**.
- 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**.
- To help students develop the skills necessary to create **meaningful and long-lasting relationships**.
- To help our students live **happy, safe and fulfilling lives** long into the future.

Implementation:

- **Functional English, Maths and Independence Skills** are embedded throughout the **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.
- We take a universal approach to **speech and language**. The College employs a Speech and Language Therapist (SaLT) three day per week. This time is used to help create **personalised communication strategies** and resources to meet the needs of individual students. SaLT support teachers and instructors with the delivery of the curriculum from a communication perspective. They also

oversee 1:1 and small group SaLT interventions as well as delivering **ongoing training** to all staff as part of the **college CPD calendar**.

- Each student has an **EHCP map** which shows how we breakdown their Long, and short-term targets, referred to as their '**destination targets**', and '**termly targets**' respectively. Progress is tracked, evidenced, reviewed, and celebrated using the principals and structure of the Recognising and Recording Progress and Achievement (**RARPA**) framework. Through RARPA, we are able to personalise students' learning throughout the day, during any session.
- All students have a **progress review meeting** each week where they meet with key staff to track their progress, triangulate evidence and amend/extend targets as necessary.
- Each student has an '**I Can**' **baseline assessment** in English and Maths in term 1 of each year. These assessments inform decisions as to which accreditations students take part in later in the year.
- All students, regardless of ability, take part in externally recognised **accreditations in English & Maths through Open Awards** which are relevant to their needs and aspirations.
- Opportunities for **student feedback** are imbedded throughout the curriculum. At the end of each lesson students **self-assess** their level of achievement with the learning objective. They also self-assess their level of progress with each of their EHCP targets at their weekly progress review meetings. Students also help to decide many aspects of their college experience using their **vocational profile** and **student union**. Students also help to decide on issues such as budgetary spending for key events and planning college 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.**
- Students graduates college with **paid, supported employment**.

3. Programme of Study

The curriculum design, rooted in the four **Preparation for Adulthood** (PFA) areas, serves as a **unifying framework** that **aligns our practices with all key stakeholders** involved in supporting our students. By

structuring our curriculum around these PFA areas outlined in students' Education, Health, and Care Plans (EHCPs), we ensure that all relevant parties, including students, families, staff, and other supporters, have **a shared understanding** and investment in the educational journey. **This alignment enables effective collaboration** and communication, as everyone involved can actively contribute to and support the students' development in areas such as independent living skills, employment prospects, community participation, and health and well-being. **Through this cohesive approach, our curriculum design becomes a vehicle for fostering comprehensive and holistic growth**, ensuring that all stakeholders are actively engaged in preparing students for a successful transition into adulthood.

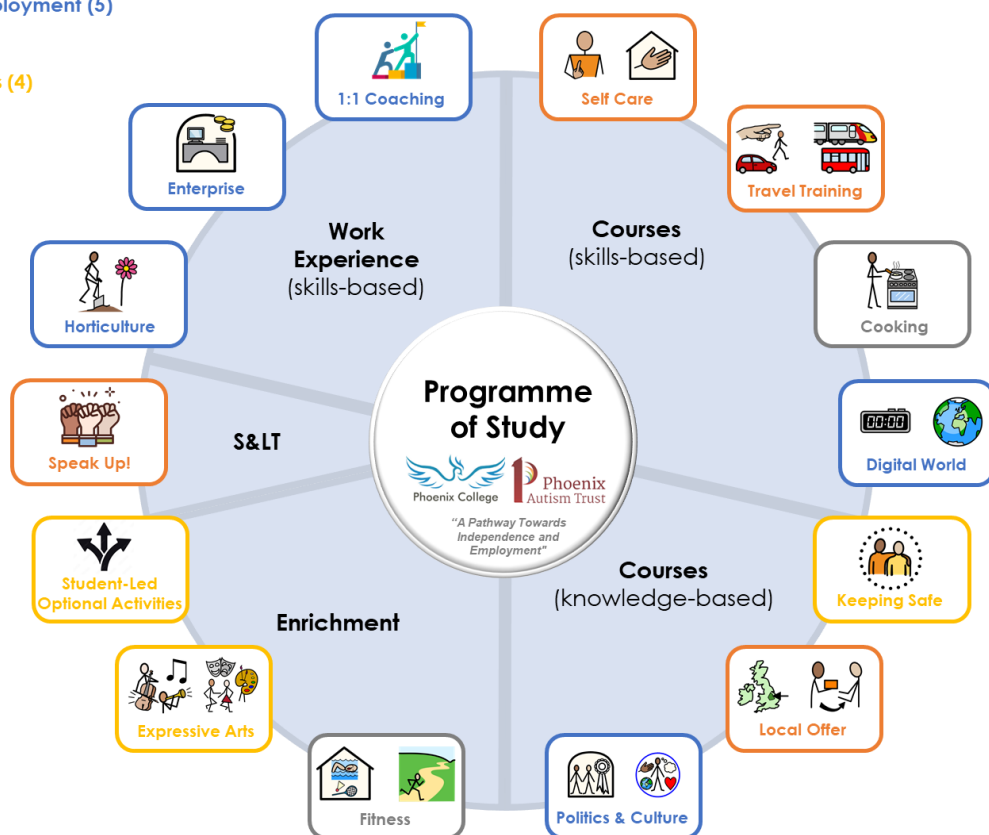
Key: Preparation for Adulthood

Learning, Education & Employment (5)

Independence (3)

Health (2)

Friendships & Relationships (4)



4. Knowledge & Skills-based Courses

The programme of study is divided into **knowledge** and **skills-based** courses which focus on **future supported employment, independent living, community inclusion, and safeguarding**.

Knowledge based courses provide theoretical foundations, critical thinking, and subject understanding for chosen fields. **Skills based courses** prioritize practical abilities, problem-solving, and vocational proficiencies. This approach prepares learners for careers, independence, and social integration. It

promotes inclusivity, breaks barriers, and cultivates a **culture of safety through knowledge of policies, legislation, and best practices**. Practical skills foster risk assessment, communication, and collaborative working to create a secure environment.

5. The Enrichment Model



The Enrichment Model

Tier 1: Core Activities

All students attend both activities each week.

What is Enrichment?

Enrichment performs a vital role in our broad and balanced curriculum.

Enrichment is a range of activities and experiences that are offered alongside academic and vocational studies, with the aim of enhancing students' personal development, skills, and interests.

Making it Effective:

Set Clear Objectives -

- A clear curriculum model
- A strong rationale
- Well-planned activities

2. Record & Measure the Impact -

- Target tracking embedded throughout
- Gather evidence of learning

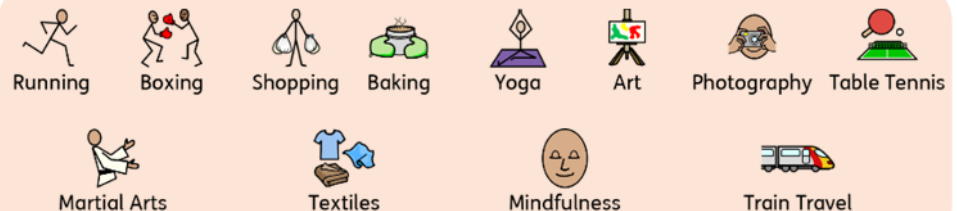
3. Inform Future Planning -

- Student-led choices/activities
- Half-termly review of activities



Tier 2: Optional Activities

All students choose 1 additional weekly activity each half term:



6. Enrichment Rationale

- 6.1 Our Aim

To offer a **comprehensive** and **diverse curriculum** that includes enrichment activities. This document provides a rationale for why **enrichment activities** have been incorporated into our curriculum, based on the two criteria: the four areas of **Preparation for Adulthood**, and the **Education Inspection Framework**

- 6.2 The Education Inspection Framework

Personal Development: The EIF states that personal development should be promoted through a **broad and balanced curriculum**, which includes **extracurricular activities** and **experiences**. Enrichment activities

can contribute to students' personal development by promoting **positive social interaction**, emotional well-being, and self-esteem.

Behaviour and Attitudes: The EIF highlights the importance of promoting good behaviour and attitudes towards learning, and of creating a culture that supports and challenges all students. Enrichment activities can have a positive impact on students' behaviour and attitudes by **providing a safe and inclusive environment to develop social skills and self-confidence.**

Quality of Education: The EIF emphasizes the importance of a broad and balanced curriculum that meets the needs of all students, and of high-quality teaching that promotes deep understanding and retention of knowledge. Enrichment activities can enhance the quality of education by **providing practical and engaging opportunities to apply knowledge and skills learned in the classroom.**

Leadership and Management: The EIF highlights the importance of effective leadership and management that promotes a culture of continuous improvement and innovation, and that **places the needs of students at the centre of decision-making.** Offering enrichment activities as part of the curriculum **requires effective leadership and management to ensure that activities are accessible**, inclusive and contribute to the overall goals and objectives of the college.

- **6.3 Enrichment and Preparation for Adulthood:**

Learning, Education & Employment: Enrichment activities offer an opportunity for students to engage in a **wide range of learning experiences beyond the classroom.** By participating in activities such as **sports, arts, music, and drama**, students can develop a range of transferable skills, such as **teamwork, communication, problem-solving, and creativity.** **These skills are highly valued by employers**, and students who engage in enrichment activities are better prepared for employment and further education opportunities.

Independence: Enrichment activities can support the development of independence skills, which are **critical for success in adulthood.** Activities such as cooking, budgeting, and travel training can help students to develop the skills and confidence needed to live independently. Furthermore, students who participate in enrichment activities are more likely to **develop a sense of self-reliance and self-esteem**, which can support their transition to adulthood.

Health: Enrichment activities can have a significant impact on the health and wellbeing of students. **Regular physical activity**, for example, can improve physical health, reduce stress and anxiety, and

promote positive mental health. Additionally, activities such as mindfulness, yoga, and meditation can help students to **develop coping strategies to manage stress and anxiety**.

Developing Friendships & Relationships in the Community: Enrichment activities offer an opportunity for students to **develop social skills and build meaningful relationships** with peers and members of the community. Through participation in activities such as sports teams, drama groups, and social clubs, students can **develop friendships, improve communication and social skills**, and increase their **sense of belonging and connectedness to their community**.










In conclusion, based on the four areas of preparation for adulthood, enrichment activities should be an essential part of the curriculum. By providing students with a range of opportunities to develop transferable skills, independence, health, and social connections, **we can better support students' transition to adulthood and improve their outcomes in employment, education and life**.

7. A Cross-Curricular Approach

The introduction of a set of **cross-curricular themes** based on **professional development skills** not only benefits our students but also **promotes a collaborative approach** among staff and courses. This approach encourages educators to work together, drawing upon their respective expertise to **integrate the themes** into various lessons across different courses. By incorporating these themes, students can develop **transferable skills** that can be **applied across different subjects** and disciplines. This not only enhances their understanding of the **interconnectedness of knowledge** but also equips them with **versatile skills** that can be utilized in different contexts. Such a collaborative and interdisciplinary approach fosters a rich and engaging learning environment, enabling students to develop **a broader range of competencies** while experiencing the **practical application** of these skills in different lessons and courses. The reason behind our decision to prioritise **professional development** as the central theme for our cross-curricular topics stems from our unwavering commitment to equipping students with the necessary skills and knowledge to thrive in their post-college endeavours, specifically in securing supported employment.

Curriculum: Cross-Curricular Professional Development Themes Map



	Cycle 1	Cycle 2	Cycle 3
Autumn	 <p>Health & Safety</p> <ul style="list-style-type: none"> • PPE • Safe behaviour • Asking for Help 	 <p>Organisation & Planning</p> <ul style="list-style-type: none"> • Time Management • Knowing My Skills • Making choices 	 <p>Following Instructions</p> <ul style="list-style-type: none"> • Supported Independence • Proactiveness • Productivity
Spring	 <p>Professional Relationships</p> <ul style="list-style-type: none"> • Conflict resolution • Customer Service • Diversity & Discrimination 	 <p>Teamwork</p> <ul style="list-style-type: none"> • Working with different people. • Leadership • Professional Behaviour 	 <p>Problem Solving</p> <ul style="list-style-type: none"> • Research • Planning • Evaluate
Summer	 <p>Communicating With Others</p> <ul style="list-style-type: none"> • Emotional Awareness • Negotiation • Listening Skills 	 <p>Technology</p> <ul style="list-style-type: none"> • Sorting Information • Searching for Information • Communication 	 <p>Creativity</p> <ul style="list-style-type: none"> • Flexibility • Imagination • Asking questions

8. Learning Pathways

Phoenix College works very closely with the **Local Authority** investigating the learning pathways available to students in Tower Hamlets and other boroughs. **Close collaboration** has led to a greater understanding of which pathways are available in borough for different cohorts of students. For example, Project Search, Tower Projects, New City College, Centre 404, Area 51, Care Trade, Poetry in Wood, and Phoenix School. Students who come to Phoenix College have clearly chosen a **pathway into supported employment**; this is reflected in our policies and admissions process. We work closely with Phoenix School, and schools from different boroughs, in order to advocate for students to **choose their preferred pathway**.

9. Safeguarding & The Curriculum

- 9.1 Prevent Duty

At our college, we are fully committed to addressing **radicalisation and extremism** through a comprehensive programme of study. Our approach encompasses both **discrete sessions** dedicated to these topics, as well as a **broad range of subjects** that equip students with **transferable knowledge and skills** relating to safeguarding, which is directly relevant to the Prevent duty. To ensure a well-rounded understanding, students actively engage in **workshops** facilitated by college staff and **local prevent duty**

officers on an annual basis. These sessions provide **explicit instruction** on terms such as radicalisation and extremism. Furthermore, **our curriculum integrates knowledge and skills** that empower students to **navigate and avoid situations** that could lead to such issues. For instance, our Digital World Course educates students about **online safety**, while our Keeping Safe Course focuses on managing **positive relationships** and **conflict resolution**. Moreover, our Politics & Culture curriculum delves into critical topics such as **equality, diversity, and the rule of law**. By embedding these concepts throughout our courses, we aim to equip students with **a holistic understanding of safeguarding** and the essential skills necessary to address and prevent radicalisation and extremism effectively.

- 9.2 Safeguarding Informing the Curriculum

The **safeguarding team** meets each month to review ongoing cases and **analyse data and reports** relating to **safeguarding, behaviour, and attendance**. This analysis enables the team to **identify specific issues** that may warrant **targeted curriculum interventions**. In response, the curriculum team amends or creates curriculum maps, planning, and lesson plans to **integrate opportunities within the curriculum** that **address these identified concerns** with our students. By aligning the curriculum to address these issues directly, we aim to **proactively address and support our students'** needs in a structured and purposeful manner. This **collaborative effort** ensures that **our curriculum remains responsive and adaptable** to the evolving safeguarding requirements of our student body.

- 9.3 Online Safety

Our approach to promoting online safety education is characterized by a combination of **explicit, focused sessions** and a commitment to **embed safeguarding throughout the curriculum**. This approach effectively equips students with a diverse range of **transferable knowledge and skills** essential for maintaining **personal safety**. For instance, in our **Digital World** course, students engage in **practical exercises** involving communication via webcams, chatrooms, social media platforms, mobile phones, and streaming services. These lessons are structured to emphasise appropriate modes of communication and instil an understanding of the boundaries regarding sharing personal information online. Our Keeping Safe course expands on this foundation by exploring **crucial concepts such as consent, seeking assistance and adapting communication** strategies to suit different audiences. In addition, our tutorial sessions provide students with **a daily opportunity to identify and regulate their emotions** using the zones of regulation, enabling the development of effective self-regulation strategies. Committed to ensuring the utmost protection for neurodiverse individuals, our staff undergo annual training facilitated by the **local Prevent team**, which focuses specifically on the unique risks and vulnerabilities that neurodiverse people may face

in the digital realm. Through these measures, we aim to empower our students with the **necessary knowledge, skills, and resilience** to navigate the online world confidently and securely.

10. Home Learning

We are committed to providing a **personalized approach to education**. We understand that there may be circumstances that prevent students from physically attending college for extended periods of time. In order to **minimize any disruption to their learning**, for students who are absent for more than **five consecutive days**, we will offer remote learning options. This will ensure that students can **continue to engage with the curriculum, and stay connected with their peers and instructors**.

11. Individual Course Summaries

In line with the structure of the **Education Inspection Framework (EIF)**, we have created a **breakdown for each course**.



11.1

Session Type – Skills Based Course

PFA Area – Independence

Intent

1. To empower students by teaching them **transferable, personal care skills with a focus on independence**.
2. To address key **EHCP outcomes**, particularly around 'Health' and 'Independence.'
3. To **safeguard students' future well-being** by teaching them how to carry out their personal care with greater independence.
4. To Identify students who have an interest and the potential to work in the **hair and beauty industry**.
5. To teach the relevant skills and knowledge to work towards industry entry level employment requirements, specifically a **Level 1 Hair & Beauty Qualification**. This can be delivered through 1:1 or small group sessions.

Implementation

1. Deliver a comprehensive curriculum focusing on teaching students **independent personal care skills**, including:
 - Personal hygiene, cleanliness, and dressing skills.
 - Laundry techniques for washing, drying, ironing and hanging clothes.
 - Importance of skincare, sun cream application and sun protection.
 - Dental hygiene practices and oral health care.
 - Identifying suitable personal care products and where to buy them.
 - Effective hair washing and drying techniques.
 - Introduction to basic first aid skills.
2. Create the option of delivering **1:1 or small group** training sessions for students who are interested in working towards a **Level 1 Hair & Beauty Qualification**.

Impact

3. Help coordinate **cross-curricular links with the Fitness** course, incorporating washing, dressing, and undressing for sporting activities.
 4. Help coordinate **cross-curricular links with the 'Keeping Safe'** course, enhancing students' understanding of their body and how to care for it.
 5. **Collaborate with the careers team** to create/coordinate student **work placements** in local salons and barber shops.
1. **Enhanced health outcomes:** improved personal hygiene, sun protection awareness, dental hygiene, and basic first aid skills.
 2. **Improved independence outcomes:** dressing appropriately, effective clothes, laundry, product selection, and hair-care knowledge.
 3. **Long-term application of skills** for independent self-care.
 4. **Safeguarding students' future well-being** through independent personal care skills.
 5. Where relevant, students have **improved EHCP employment outcomes by having gained an entry level qualification in Hair & Beauty (Level 1)**.
 6. A greater understanding of personal safety and self-care through **cross-curricular links with the 'Keeping Safe'** course.



11.2

Session Type – Skills Based Course
PFA Area – Independence

Intent

1. To provide students with the **essential skills and knowledge to safely navigate the London transport system** with greater independence.
2. To empower students by enabling them to **gain confidence** in using the various modes of transportation available in London.
3. To **enhance students' opportunities for employment** and **active community participation**.
4. To integrate travel training sessions with other courses, creating **cross-curricular connections** and providing students with relevant and meaningful journeys.

London Transport Familiarization:

1. **Understanding Oyster Cards:** Students will learn **how to use Oyster cards**, including loading credit, tapping in and out at entry and exit points, and managing card balances.
2. **Route Planning in London:** Practical activities will focus on teaching students **how to plan and navigate routes** within the London transport system, utilizing resources such as Transport for London (TfL) maps and journey planning tools.
3. **Safety and Etiquette:** Students will learn important **safety guidelines and etiquette** specific to the London transport system, including recognizing designated seating areas, respecting **priority seating**, and following instructions from TfL staff.

Practical Travel Skills:

4. **Ticketing and Fare Management:** Students will acquire skills in **purchasing the appropriate tickets**, understanding **fare zones**, and using Oyster card top-up machines and ticket vending machines within the London transport system.
5. **Journey Planning:** Practical exercises will involve **planning travel itineraries**, including transfers and connections between different modes of transportation such as buses, underground trains, and overground trains.
6. **Pedestrian Skills:** Students will learn essential pedestrian skills specific to **navigating busy streets**, understanding **traffic signals and crossing roads** safely.

Community Integration:

7. **Field Trips and Excursions:** Students will apply their travel training skills through **cross-curricular excursions** which **link to other courses** such as visiting museums, major landmarks and public sports facilities.
8. **Problem-solving and Adaptability:** Students will develop problem-solving and adaptability skills by encountering various **real-life travel situations**, such as **dealing with unexpected service disruptions or route changes**.
9. **Hazard Awareness:** Students will be taught how to **identify and respond to potential hazards**, including crowded platforms, escalators and busy interchange stations.

Impact

PFA Areas and EHCP Outcomes:

1. Learning, Education, and Employment:

- Acquisition of travel training skills **enhances students' employability options.**
- Opportunities for **lifelong learning** are expanded as students are **increasingly able to access educational institutions**, training centres, and cultural attractions with increased independence.
- The **integration of travel training sessions with other courses**, such as the **Local Offer** course, provides students with relevant and **meaningful content, enriching their learning experience.**

2. Health:

- Increased independence in navigating the London transport system **promotes physical activity**, mental **well-being** and **access to healthcare** services.

3. Independence:

- Travel training specific to the London transport system equips students with the necessary skills to be **independent and self-reliant within their community.**

4. Developing Friendships & Relationships in the Community:

- Enhanced travel abilities **facilitate social integration**, enabling students to **participate in social activities, build relationships** and **connect with their community.**

5. Cross Curricular Delivery: the integration of travel training sessions with other courses allows for **cross-curricular connections**, such as tracking travel training skills during visits to local respite centres as part of the Local Offer course. This approach provides students with **a comprehensive learning experience which focusses on transferable skills**, ensuring their preparedness for employment and active community engagement.



11.3

Session Type – Skills Based Course

PFA Area – Health

Intent

1. To have the **primary focus** of teaching students how to **prepare healthy food, for themselves, at home.**
2. To empower students by teaching them **essential cooking skills and knowledge.**
3. To develop students' **independence, self-confidence** and **healthy eating habits**, addressing the 'health' and 'independence' outcomes within students' EHCPs.
4. To Address the specific challenges individuals with autism may face in cooking and meal preparation.
5. To ensure the curriculum content is responsive to students' **individual dietary needs** and preferences.
6. To create **catering work experience** opportunities within college.
7. To improve **employment outcomes** by identifying students who may be able to work in the catering industry and teach them the relevant knowledge and skills to pass **Food Hygiene Level 1 and/or 2.**
8. To **collaborate with the careers team** in providing students with links to work placements and supported employment opportunities within the catering industry, addressing the 'learning, education, and employment' outcomes within students' EHCPs.

Implementation

1. Adapt cooking techniques, visual supports, and step-by-step instructions to **accommodate different learning styles**.
2. Set individual course specific skills targets which **focus on what students can achieve independently**.
3. Create an adult, supportive and inclusive cooking environment with an **emphasis on independence**.
4. Provide guidance on food safety, kitchen hygiene (including PPE), and ingredient selection.
5. Catering staff are aware of the necessary entry level requirements and qualification content to gain employment in the catering industry (**Level 1 and/or 2 Food Hygiene**) and where appropriate, support students to work towards those qualifications in 1:1 or small group sessions.
6. Establish **cross-curricular links with Enterprise** by creating and selling food products.
7. The Cooking course, and the work students produce, is **a key feature of college events and celebrations**.

Impact

1. Students are **safe, confident, and increasingly independence** when preparing food for themselves.
2. 'Health' and 'independence' **outcomes within students' EHCPs** are achieved partly or as a direct result of Cooking lessons.
3. Students leave college with **a personalised record of sustainable recipes** which meet their specific dietary requirements and preferences, **which they are able to prepare with maximum independence**.
4. Students are equipped with transferable skills and knowledge which they can apply at home in the future.
5. Where appropriate, students **gain the necessary entry level qualifications** to gain employment in the catering industry addressing the **'learning, education, and employment' outcomes within their EHCPs**.
6. Cooking activities create opportunities for **sustainable community engagement and social interaction outside of college** through participation in cooking-related events and clubs; this can form part of students' future timetables.
7. **Continuous evaluation** provides ongoing development of the course content and delivery.



11.4

Session Type – Skills Based Course

PFA Area – Learning Education & Employment

Intent

1. To empower students by teaching them **essential digital skills and knowledge** which is **relevant to their day-to-day lives**.
2. To address the **specific challenges that people with autism may face** in navigating technology and online platforms.
3. To ensure the **curriculum content is responsive to the particular needs and interests** of the students.
4. To **enhance online safety awareness** and provide education about **the Prevent Strategy**.
5. Provide students with **skills they can use independently**.

Implementation

6. Teach digital skills which are applicable to a variety of workplaces and **desirable to employers**.
7. **Address students' EHCP outcomes** through Digital World lessons, particularly 'Learning Education and Employment', 'Independence', and 'Developing Friendships & Relationships in the Community' outcomes.
1. Utilize interactive and accessible teaching methods and equipment to **accommodate different learning styles** and needs.
2. Create an **adult, supportive** and **inclusive learning environment**.
3. Make explicit **cross-curricular links with other courses** on how skills learnt in 'Digital World' can be transferred and applied in other sessions.
4. Incorporate practical exercises and **real-life scenarios to apply digital skills** in domestic life, out in the community, and various workplace contexts.
5. Provide students with a range of digital experiences which inform how they may want to use technology in their **leisure time (links to Enrichment)**.
6. Provide guidance and create **safe spaces/platforms for students to practice online safety, privacy protection, and responsible use of technology** in professional settings (informed through **collaboration with the Safeguarding** team and **cross-curricular links with Keeping Safe course**).
7. Teach students about relevant software, tools, and digital platforms used in different industries.
8. Teach students about **online etiquette and professional communication** skills.
9. Set individual course specific skills targets which **focus on what students can achieve independently**.
10. **Collaborate with the Careers team** to provide insights and guidance on digital skills **relevant to specific job sectors**.

Impact

1. Students have a set of mastered **digital skills** which are **applicable in a variety of workplaces**.
2. Students have **improved digital literacy skills**, including software, collaborating online, and utilizing digital tools.
3. Students can use a range of technology to communicate – creating **sustainable links with friends and support networks**, helping to achieve 'Developing Friendships and Relationships in the Community' EHCP outcomes.
4. Students are safer online through **increased awareness of online safety** measures and privacy protection on personal devices and in the workplace, including increased knowledge of the **Prevent Strategy**.
5. **Continuous evaluation** provides ongoing development of the course content and delivery.



11.5

Session Type – Knowledge Based Course

PFA Area – Friendships & Relationships

Intent

1. To **empower and safeguard** students by teaching them essential social, social-sexual, and social safety skills and knowledge.
2. To foster **independence, self-advocacy, and healthy relationships**, including **adult relationships**.
3. To address the **specific challenges** individuals with **autism** face in social interactions.
4. To ensure the curriculum content is **responsive to the issues that arise** throughout students' individual journeys into adulthood.
5. Enhance safeguarding awareness and self-advocacy skills, including explicit learning about issues such as the **Prevent Strategy**.
6. Provide students with the skills to navigate all areas of **modern life** with safety and security, including when **online**.

Implementation

1. Utilize evidence-based strategies, visual supports, and **personalized learning approaches**.
2. Create a **supportive and inclusive** learning environment.
3. Incorporate interactive activities, role-playing and real-life scenarios for **practical application**, for example issues like **consent**.
4. **The Safeguarding team** advises and has input into course content based on **analysis of safeguarding/behaviour reports and concerns**.
5. Explicitly teach students about issues such as the **Prevent Strategy**, heightening their safeguarding awareness.
6. Make **cross-curricular links with Digital World** course by equipping students with practical skills to safely navigate various aspects of modern life, including online.
7. Provide insights in how to build and **maintain safe, healthy and enjoyable adult relationships**, including sexual relationships.
8. Teach effective communication, **conflict resolution**, and **boundary-setting** skills.
9. Employ ongoing assessments and feedback sessions to measure progress and adapt teaching strategies.
10. Offer support resources, including supplementary materials and **sustainable community networks**, helping to safeguard students long into the future.

Impact

1. Students have a greater understanding of social boundaries, personal safety, and **consent**.
2. Students are increasingly able to recognise, interpret, and **respond to social cues** and nonverbal communication.
3. Students behave responsibly when online and have **a positive online presence**.
4. When appropriate, individual concerns, **issues and trends are addressed** in a safe learning environment and are resolved in a positive way.
5. Students have enhanced safeguarding awareness and **self-advocacy skills**, including knowledge of the **Prevent Strategy**.
6. Students are able to **self-advocate** by being able to **clearly give/not give consent** about the types of adult interactions/relationships that they want to have in their lives and with who.

7. Students achieve their ‘health’, ‘independence’ and ‘developing friendships and relationship in the community’ **EHCP outcomes** partly, or as a direct result of Keeping Safe lessons.
8. **Continuous evaluation** provides ongoing development of the course content and delivery.



11.6

Session Type – Knowledge Based Course

PFA Area – Independence

Intent
Implementation
Impact

1. To provide students with information about the range of **services, facilities, and clubs** available to them in their local area.
 2. To enable students to **access and utilize relevant services** to meet their specific needs and interests.
 3. To **collaborate** with the local authority to create a multi-disciplinary approach to the curriculum.
1. **Collaborate with the Tower Hamlets Local Authority** to design the Local Offer curriculum ensuring that it matches with the services which are available at that time, including:
 - **Social care** services and support for daily living activities.
 - **Respite** services to provide relief and support for carers.
 - **Supported living** options for greater independence.
 - **Medical support** services tailored to individual needs.
 - **Advocacy services** to ensure students' voices are heard and their rights protected.
 - **Therapy services** to address specific physical, sensory, or communication needs.
 - **Mental health** support services for emotional well-being.
 2. Provide guidance on **planning for time spent with carers**, considering individual needs and interest.
 3. Provide students with comprehensive knowledge about each service, facility and club.
 4. Create **cross-curricular links with Travel-Training course** as time to go and visit some of the services/facilities that have been discussed in Local Offer sessions.
 5. Students use information that they have obtained from Local Offer to inform their **future timetables**.
1. Students have an **enhanced understanding of Tower Hamlets Local Offer** and what is available to them going forward.
 2. Students are increasingly able to **access and utilize relevant services** to meet specific needs.
 3. **Students make informed decisions** regarding their own care and support shaping their **future timetable**.
 4. Students are increasingly well **safeguarded long into the future** through extended links with different community groups/services beyond college.
 5. **Staff and Students at Phoenix College help to shape Tower Hamlets Local Offer** by highlighting the demand for specific services.



11.7

Session Type – Knowledge Based Course

PFA Area – Learning, Education & Employment

Intent

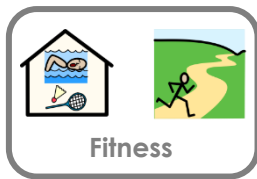
1. To provide students with key knowledge and **understanding of issues which relate to their lives** linked to society and culture, incorporating British values.
2. To encourage **critical thinking** and the ability to **distinguish right from wrong** through exploration, debates and discussions.
3. Explore key concepts such as **democracy** and issues such as **racism and discrimination**.
4. To empower students in their day-to-day lives through a greater understanding of **disability rights**.
5. To raise awareness about **modern slavery** to **safeguard students** in the workplace with **cross-curricular links to Keeping Safe course**.
6. Promote awareness, the celebration of, and respect for various **faiths and religions**.

Implementation

1. **learning experiences are based in the community** in order to consolidate knowledge through real-life scenarios, such as:
 - Visiting local **government institutions** to learn about democratic processes and citizenship.
 - Organizing **community events and projects** to promote inclusivity, tolerance, and respect.
 - Collaborating with organizations involved in **disability rights** to understand accessibility challenges.
 - Foster **cross-curricular links with the Travel Training course** where students can apply their knowledge by navigating to various locations related to Politics and Culture sessions.
 - Visit exhibitions, historical sites, monuments and places of worship to **bring context and real life examples of key issues and subjects**.
 - Learn about democracy by asking students to vote on key issues.

Impact

1. Students are more **empowered and safer in the workplace**.
2. **Empowerment** of students through knowledge of **disability rights and accessibility**.
3. Students have a deepened understanding of **democratic principles** and **active citizenship**.
4. Students are tolerant and **respectful of faiths and religions** which differ from their own.
5. Students develop **critical thinking skills** and are able to **distinguish and debate between right and wrong** on a range of issues.
6. Knowledge is consolidated and brought to life through **community-based learning**.



11.8

Session Type – Enrichment

PFA Area – Health

Intent

1. To teach students **sustainable ways to keep fit and engage with their community.**
2. To **inform students' future timetables** through exposure to a range of fitness activities, hobbies and local facilities.
3. To **establish cross-curricular links** with the Travel Training and Self Care courses.
4. **Safeguard students' future well-being** by creating sustainable connections with their local community.
5. To **address key EHCP outcomes**, particularly around 'Health' and 'Community Inclusion.'
6. To **focus on independence and transferable skills** applicable to fitness and community engagement.

Implementation

1. **Sessions will take place out in the community** at local sport, fitness, and wellbeing facilities.
2. Introduce students to **a wide variety** of fitness activities, hobbies and facilities.
3. Encourage **active participation** and hands-on experiences.
4. **Incorporation of Travel Training skills** for traveling to and from fitness facilities.
5. **Apply transferable skills** learnt in Self Care sessions when washing, dressing and undressing before and after fitness sessions.
6. Provide guidance on how to maintain a **healthy lifestyle and balanced nutrition.**

Impact

1. Students are regularly engaged in **fitness practices** which can be sustained after college.
2. Students have **meaningful connections with people/facilities in their local community**, creating **safeguarding networks outside of college.**
3. Students' **future timetables are informed and personalised** through exposure to a range of fitness activities, hobbies and facilities.
4. Strengthened independence and confidence in **navigating the local community** through Travel Training integration.
5. **Improved self-care skills** related to fitness activities, integrated with the Self Care courses.
6. **EHCP outcomes are achieved**, particularly 'Health' and 'Community Inclusion' as a direct result of Fitness sessions.



11.9

Session Type – Enrichment

PFA Area – Friendships & Relationships

Intent

1. To empower students to **make informed decisions about how they want to spend their time** outside of college.
2. To provide students with **a range of experiences** through expressive arts **to enhance their creativity**, self-expression and personal growth.
3. To foster the development of **communication and social skills** through **artistic exploration**.
4. To provide students with opportunities to explore **potential career pathways** through **work experience** in technical support and stage crew roles.

Implementation

1. **We offer the following learning opportunities:**
Music, drama, dance, and art lessons that **cater to individual needs and abilities**.
2. **We adopt an accessible approach to the arts:**
Create tailored instructions and sensory integration to accommodate **diverse learning styles and sensory processing needs**.
3. **Collaboration and community integration:**
Group activities and community engagement opportunities encourage **teamwork**, cooperation and **community inclusion**.
4. **Communication and social skills development:**
Utilise Expressive Arts as **a tool to enhance communication**, emotional expression, self-regulation and social interaction.
5. **Create fun and engaging sessions:**
An emphasis on creating enjoyable and stimulating activities through **a multi-sensory approach**.

Impact

PFA Areas and EHCP Outcomes:

1. **Learning, Education, and Employment:**
 - **Work experience opportunities** in technical support and stage crew roles provide practical skills and **exposure to potential career pathways**.
 - Integration of engaging and accessible technology enhances students' skills and interests, **preparing them for future learning and employment opportunities**.
2. **Health:**
 - Expressive arts activities serve as **a therapeutic outlet**, supporting **emotional well-being and self-expression**.
 - Dance and movement activities contribute to **physical fitness and overall health**.
3. **Independence:**
 - Personal growth through artistic exploration **promotes self-expression**, confidence and decision-making skills.
4. **Developing Friendships & Relationships in the Community:**
 - Collaborative projects and community engagement opportunities encourage social interaction, teamwork, and **the development of meaningful relationships**.
5. Students have **a platform to express their thoughts and emotions**.

6. **Continuous evaluation** provides ongoing development of the course content and delivery.
7. Students **make informed decisions about their future timetables**.
8. Students are increasingly **well safeguarded** by having established **sustainable support networks beyond college** through arts based activities and clubs.



11.10

Session Type – Speech & Language Therapy

PFA Area – Independence

Intent

1. To empower students by teaching them **essential knowledge about Autism** which is **relevant to their day-to-day lives**
2. To empower students **by exploring what autism is** and **how better understanding their autism can support self-advocacy**
3. To teach students **communication skills** to communicate with a range of people in different settings
4. To address the **specific challenges that people with autism may face** in a range of settings and to advocate for yourself.
5. To ensure the **therapeutic content is responsive to the particular needs and interests** of the students.
6. Provide students with **skills they can use independently**.
7. Teach communication skills applicable to a variety of workplaces and **desirable to employers**.
8. **Address students' EHCP outcomes** through Speech and language, particularly 'Learning Education and Employment', 'Independence', and 'Developing Friendships & Relationships in the Community'.

Implementation

1. Utilize **accessible communication methods** and equipment to **accommodate different learning styles** and needs.
2. Create an **adult, supportive** and **inclusive learning environment**.
3. Skills learnt in speech and language therapy sessions can be **transferred and applied in other sessions**.
4. Incorporate practical exercises and **real-life scenarios to apply communication skills** in college, home, out in the community, and various workplace contexts.
5. Provide guidance and create **safe spaces for students to discuss their autism** in professional settings informed through **collaboration with the Safeguarding** team and **links between therapy and curriculum**.

Impact

1. Students have a **better understanding of their autism** and how to **advocate for themselves in a range of settings**.
2. Students have **improved, transferable communication skills**.
3. **Continuous evaluation** provides ongoing development of speech and language therapy input.



11.11

Session Type – Work Experience

PFA Area – Learning, Education & Employment

Intent

1. To create **whole group work experience** sessions which provide students with opportunities to **gain practical skills and experience** in the field of horticulture.
2. To empower students by offering **hands-on learning experiences**, fostering a sense of responsibility, and **promoting their personal and social development**.
3. **To create products that can be sold**, establishing a connection with the College's other whole group work experience session, 'Enterprise'.

Implementation

1. Practical Horticultural Activities:

- **Plant Care:** Students will actively participate in plant care tasks, such as watering, pruning, and fertilizing, to **develop essential gardening skills**.
- **Gardening Techniques:** Practical activities will include seed sowing, transplanting and maintaining garden beds, allowing students to **acquire knowledge and experience** in various gardening techniques.
- **Maintenance and Tools:** Students will engage in garden maintenance tasks, such as weeding, mulching and safely using gardening tools.

2. Group Work Experience:

- **Collaborative Environment:** Students will work together in a supportive and inclusive group setting, **fostering teamwork, cooperation and communication** skills.
- **Task Allocation:** Assigning specific responsibilities to each student will **encourage their engagement** and enable them to contribute to the success of the horticultural tasks.
- **Supervision and Guidance:** Trained staff members will provide supervision and guidance, **ensuring students' safety and offering support** as needed.

3. Product Creation and Link with 'Enterprise':

- **Creating Marketable Products:** Students will have the opportunity to **create horticultural products**, such as potted plants, floral arrangements, or gardening kits, which can be sold to the wider community.
- **Collaboration with 'Enterprise':** Horticulture session will establish a connection with the College's 'Enterprise' work experience session, allowing students to contribute their horticultural products to the **enterprise venture**, fostering a sense of achievement and **entrepreneurial skills**.

PFA Areas and EHCP Outcomes:

Impact

1. Learning, Education, and Employment:

- Practical horticultural experience **enhances students' employability skills** and provides insight into potential career pathways in the field.
- Acquisition of gardening techniques and knowledge supports ongoing learning and personal development.

2. Health:

- Engaging in horticultural activities **promotes physical fitness**, well-being, and **outdoor engagement**.
- Students experience **therapeutic benefits**, such as **stress reduction** and improved **mental well-being**.
- 3. **Independence:**
 - Assuming responsibilities in horticultural tasks **fosters independence**, self-reliance and decision-making skills.
- 4. **Developing Friendships & Relationships in the Community:**
 - Collaborative group work experience encourages **social interaction, teamwork and the development of friendships** within the horticulture community.
- 5. **Entrepreneurship and Enterprise:**
 - **Linking with 'Enterprise'** enables students to sell their horticultural products to a wider market, **fostering entrepreneurial skills** and a sense of accomplishment.
- 6. **Continuous evaluation** provides ongoing development of the course content and delivery.



11.12

Session Type – Work Experience

PFA Area – Learning Education & Employment

Intent

1. To provide students with the opportunity to engage in **work experience** and develop **enterprise skills with a focus on independence**.
2. **Foster creativity, and transferable skills** applicable to the business and entrepreneurial world.
3. Establish **cross-curricular links** with the college Cooking course.
4. **Promote community engagement** through selling student-created products at local markets and events.
5. Address key **EHCP employment outcomes**.

Implementation

1. **Integrate work experience within the college setting**.
2. Students **create a variety of products to sell**, such as candles, bath bombs, plant pots, picture frames and much more.
3. **Practice and develop a range of work-related skills**, including product development, packaging, labelling, pricing, customer service, and money handling.
4. Create **regular opportunities for students to sell their products** at local markets and community/college events, as well as online.

Impact

1. Greater understanding of **business concepts**.
2. Enhanced **creativity and problem-solving** skills.
3. **Increased independence** and confidence when tackling work-related tasks.
4. **Developed transferable skills** applicable to **future employment** opportunities.
5. **Enhanced community engagement** through selling products at local markets and events.
6. Greater **social interaction and communication skills** through customer interactions.
7. Empowerment of students to **contribute to the local community and showcase their abilities** through entrepreneurial activities.

8. **EHCP learning, education and employment** outcomes are achieved through Enterprise course.



11.13

Session Type – 1:1

PFA Area – Learning, Education & Employment

Intent

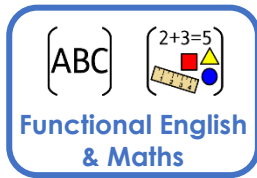
1. To provide students with practical, hands-on experience in **apprenticeship roles within the college.**
2. To enhance students' understanding of the professional world and their **career aspirations.**
3. To improve students' employability prospects by offering specific **qualifications relevant to their chosen field.**
4. To support students in developing **key skills that are essential for independent living and personal growth.**
5. To nurture and **develop students' interests and talents,** including music.
6. To further **personalize the curriculum offer** to meet the individual needs and interests of each student.

Implementation

1. Create 1:1 coaching slots throughout the week where students can work alongside a range of college staff in **various apprenticeship roles,** gaining practical experience in their areas of interest.
2. **Provide personalized coaching** sessions tailored to students' individual needs and aspirations.
3. Incorporate activities and projects that **cater to students' talents and passions,** allowing them to explore and further develop their skills.

Impact

1. **Increased student motivation and engagement** as a result of them being given the opportunity to pursue their passions and interests within college.
2. Improved understanding of apprenticeship roles and the professional world, leading to **clearer career goals and aspirations.**
3. Enhanced employability prospects through the **acquisition of relevant qualifications.**
4. Enhanced life skills that contribute to students' **overall independence and autonomy,** preparing them for future educational pursuits, employment and adult life.



11.14

Session Type – Embedded throughout all courses

PFA Area – Learning, Education & Employment

Intent

1. To further develop **reading, writing, speaking, listening and communication skills** and to apply knowledge skills in a wide range of meaningful situations.
2. To develop students' **confidence and understanding** of mathematical knowledge and skills and **apply their understanding** to solve mathematical problems in **real life scenarios**.
3. **To embed meaningful functional English & Maths** knowledge and skills **in all sessions**.
4. To provide students with **a foundation for progression into employment** or further technical education and develop skills for everyday life.

Implementation

1. A **baseline assessment** in English & Maths is completed at the start of each academic year. These assessments will inform decisions about class groups, targets and accreditations.
2. Rather than discreet sessions, functional English & Maths will be **embedded throughout the curriculum**.
3. Functional English & Maths **targets** are **highlighted in planning** for all courses.
4. Students take **externally quality assured qualifications** in English & Maths each year. The evidence for these accreditations is gathered from work completed in a variety of courses, showing that functional English & Maths has been embedded throughout the curriculum.

Impact

1. 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.
2. 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.
3. Students will be increasingly able to **use their 'voice', giving them greater autonomy** in their lives.
4. The tracking and assessment processes **inform future planning**.
5. Students have **greater employability prospects** through improved English & Maths skills.
6. Students gain **externally verified qualifications** in English & Maths, improving their employability prospects.