



## Curriculum Offer

Learner profiles are a guide to each PfA groups needs, however a learner’s study programme will be personalised to enable our young people to achieve their potential.

PfA Flexi (Blended with Social Care )	PfA Sensory	PfA1: Pre-Entry - Entry Level 1	PfA2: Entry Level 1 - Entry Level 2	PfA3: Entry Level 3 - Level 2
<p>Typically, learners have attended a minimum of one year in a Post 19 provision. All have communication and interaction difficulties. Some are non-verbal and use AAC and require a total communication approach. Some may require personal care. High ratio of staffing 1:1 &amp; 2:1 support in the community. All daily tasks require support: During and following education, some learners will be in supported living and attended day services as part of their route towards greater independence in a fully supported social care environment.</p>	<p>Typically, learners have communication and interaction difficulties. Some are non-verbal and use AAC and a total communication approach. Some may require personal care. High ratio of staffing 1:1 &amp; 2:1 support in the community. All daily tasks require full support: Some of these learners will enter our Blended curriculum. During and following education, some learners will be in supported living and attended day services as part of their route towards greater independence in a fully supported social care environment.</p>	<p>Typically, learners have communication and interaction difficulties. Some will have difficulty communicating and benefit from a total communication approach. Learners require high levels of support in practical activity and community participation: All will participate in work related activity /supported work placements in our café - shop- enterprise rooms and gardens and external community projects. Some of these learners will enter our Blended curriculum. Following education, most will require supported employment/ social care day services/ supported living.</p>	<p>Typically, learners have communication and interaction difficulties. Many will have difficulty communicating and benefit from a total communication approach. Learners have developed or are starting to develop self-direction skills and can share their vocational preferences. Learners are beginning to be aware of the next steps needed to make progress towards their personal goals/ accreditation goals in a familiar environment. Learners require group support when accessing the community. Most can participate in work related activity/supported placements and will enter further training / employment/ supported employment, supported/semi supported living.</p>	<p>Typically, learners have communication and interaction difficulties. Some will benefit from a total communication approach. Learners have developed self-direction skills and can communicate their needs in a familiar environment. Learners are aware of the next steps needed to make progress towards their personal goals/ accreditation goals and in a familiar environment and will seek appropriate help/support. Some can travel independently. Most can participate in work placements. Following education, most will enter further training, employment (some with support) and semi supported living/independent living.</p>

Remote learning sessions are available to all learners		
Curriculum Intent	Curriculum Implementation	Curriculum Impact
<p>To prepare College learners for adulthood and embed:</p> <ul style="list-style-type: none"> <li>• Personal safety and wellbeing</li> <li>• Core Math’s and English skills, Functional Skill accreditation where appropriate.</li> <li>• Social, communication and interaction skills</li> <li>• Money management</li> <li>• Develop knowledge and skills that are adaptable that are relevant and transferable</li> <li>• Home management</li> <li>• Accessing the community/participating in community activity</li> <li>• Maintaining good health</li> <li>• Effective personal Hygiene management/ seeking help</li> <li>• SRE/PSHE/British Values</li> <li>• Self-control</li> <li>• Self-advocacy</li> <li>• Build resilience and personal effectiveness</li> <li>• Employability/ participation in work related activity skills that addresses the needs of learners, employers, and the local, regional and national economy</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers/Tutors/LSPs/ Job coaches/therapists and Work Placement Providers include all aspects of a young person’s development throughout the curriculum offer to provide progression and stretch.</li> <li>• All learners have a baseline assessment during their first six weeks at the College.</li> <li>• Teachers/Tutors design and deliver subject content in the curriculum offer that allows learners to transfer key skills &amp; knowledge</li> <li>• Learners are encouraged to discuss, debate, and share their views on what is important to them.</li> <li>• Teachers/Tutors check learners understanding through formative and summative assessment to inform their teaching and learner’s learning strategies</li> <li>• Curriculum intent, processes, impact, and sequence of learning is understood by all College staff and communicated to the learners</li> <li>• The curriculum is sequenced so that new knowledge and skills build on what learners know and can do, and learners can work towards defined end points</li> <li>• Learners engage in a bespoke work experience and careers programme using the Gatsby Benchmarks to raise learner’s aspirations, promote access to all career pathways and to enable them to develop the skills and outlook they need to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners know more, can remember, and apply more, meaning that they can do and achieve more</li> <li>• Learners can learn, think and act more independently</li> <li>• Learner’s social, communication and interaction skills continue to improve and develop</li> <li>• Learner’s wider knowledge and skills continue to develop</li> <li>• Learners can apply their understanding, knowledge and skills to an increasingly wide range of situations and settings</li> <li>• Learners achieve qualifications and experience that will enable them to access the next appropriate course/apprenticeship/training/employment/supported employment</li> <li>• Learners contribute to society and demonstrate self-control, respect of other cultures and beliefs</li> <li>• Learners transition into appropriate paid or voluntary employment, further learning, or social care in a timely, effective, planned and prepared for way that provides learners with the individual support that is appropriate.</li> </ul>

Preparation for Adulthood Curriculum				
Employment *CORE	Friends and Community	Health *CORE	Independents Living Skills/Life Skills	Digital Curriculum Blended Learning
EHCP-Cognition & Learning	EHCP- Communication & Interaction	EHCP-Sensory & Physical	EHCP- Social, Emotional & Mental Health	
*Functional Skills English *Functional Skills Maths *NCFE English *NCFE Maths ICT Careers Curriculum - CEIAG *Digital Skills *Performance Skills Enterprise Horticulture Café	Community Participation UCF- Use of Community Facilities Music/Drama *Art Skills Workshops Travel Training	*Tutorials *PSHCE/SRE  Fitness Therapies/ Sensory Offer The Arts	Home Cooking Skills Managing your Money Keeping Safe Relationships DIY Emotional Wellbeing Healthy Living Digital Skills Independent living Workshop <ul style="list-style-type: none"> <li>• Home management</li> <li>• DIY/ Enterprise</li> <li>• Banking/budgeting/paying bills</li> <li>• First Aid</li> <li>• Sport</li> <li>• Cooking</li> </ul>	Remote Learning  Live tutorials  Live lessons  Cross site collaboration  Industry led sessions (Warburtons remote pilot)  Training for staff/parents/caregivers
<b>Remote learning sessions are available to all learners</b>				
<b>Employability Skills are embedded in all sessions</b> Teamwork-Effective Communication-Time Management-Perseverance-Resilience-Polite & Friendly- Listening Skills-Organisational Skills-Ability to Learn - Adapt-Solve Problems-Negotiate-Use Initiative- Self Motivate -Make Decisions-Leadership-Flexibility-Value diversity and difference.				