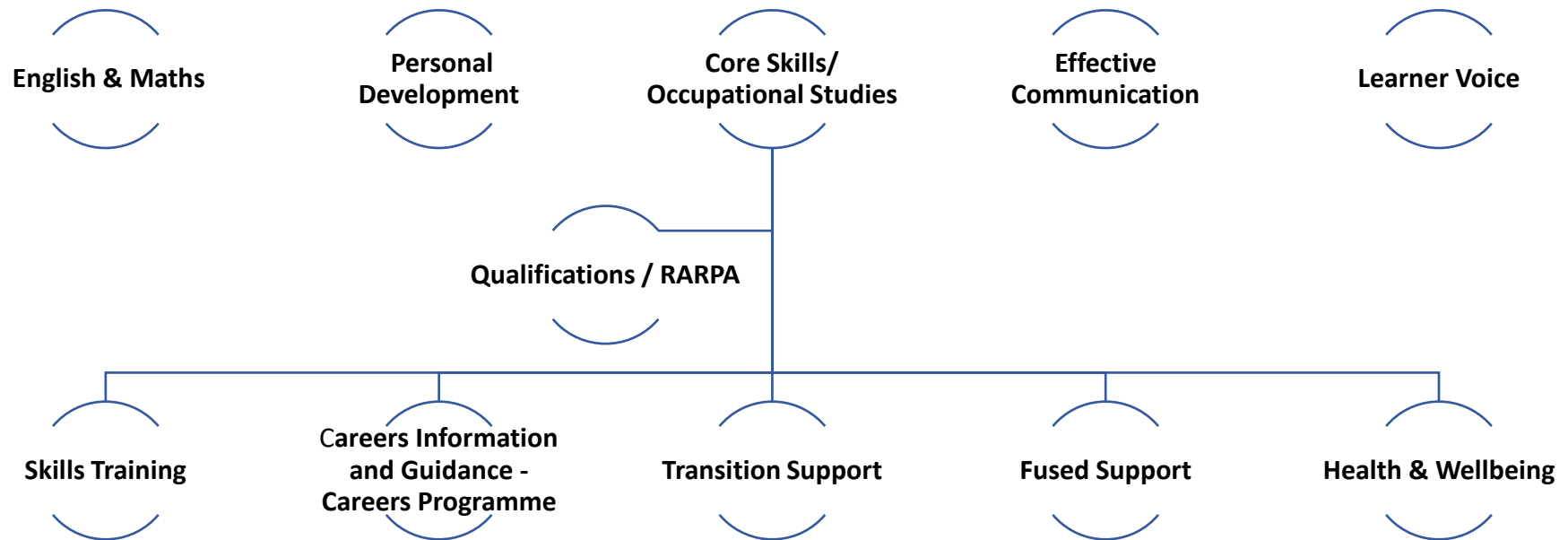




## Curriculum Overview

Embedding Learning ,Work and Living Skills, Personal Development & Independence in all learning routes



[Further education and skills handbook - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Education inspection framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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 digital skills that lead to effective communication and greater independence</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>• An understanding of what skills are needed to progress towards employment and the skills employers are seeking, locally and nationally</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>• Learners are digitally savvy and able to keep themselves safe</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>

<b>Learner Profiles: Learners are not restricted by a profile and will access learning across our offer as appropriate</b>			
Learning for Life Pathway – Pre Entry – Entry 1	Skills for Independence Pathway E1-E2	Preparation for Life & Work E2-L2	Circuit & Into employment
Typically, learners have communication and interaction difficulties and require a total communication approach			
<p>Some are pre—verbal and use AAC alongside a total communication approach. Some may require personal care and high ratio of staffing:</p> <p>1:1 &amp; 2:1 support in the community.</p> <p>Most daily tasks require full support. Some of these learners will participate in a curriculum that includes education and social care</p> <p>Following education, most will require supported employment/ social care day services/ supported living.</p>	<p>Learners require high levels of support in practical activity and community participation.</p> <p>All will participate in work related activity/supported work placements in our café -shop- enterprise rooms, gardens and external community projects.</p> <p>Some are able to participate in external work related activity /work placements with support.</p> <p>Following education, most will require supported employment/ social care day services/ supported living.</p>	<p>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 aspirations &amp; accreditation goals in a familiar environment. Learners require group support when accessing the community. Some can partake in work/ industry placements with the support of a job coach.</p> <p>Following education, most will enter further training, employment (some with support)</p>	<p>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 aspirations &amp; accreditation goals and in a familiar environment and will seek appropriate help/support. Some can travel independently.</p> <p>Most are able to participate in work placements.</p> <p>Following education, most will enter further training, employment (some with support) and semi supported living/independent living.</p>

Preparation for Adulthood Curriculum				
Employment *Accredited & Embedded	Friends and Community	Health	Independents Living Skills/Life Skills	Careers Programme
EHCP-Cognition & Learning	EHCP- Communication & Interaction	EHCP-Sensory & Physical	EHCP- Social, Emotional & Mental Health	Steps to Employment Framework
<b>*Functional Skills English</b> <b>*Functional Skills Maths</b> <b>*NCFE English</b> <b>*NCFE Maths</b> <b>*Digital Curriculum</b> <b>*Careers Curriculum</b> Performance Skills Film Studies Retail/Events/Enterprise & Horticulture Café Skills	Community Participation Use of Community Facilities Music/Drama Art Skills Workshops Travel Training Pop up retail/ Online retail	<b>*Tutorials</b> <b>*PSHE/SRE</b> <b>(Social Responsibility )</b> The Oaks- Get Active Therapies/ Sensory Offer The Art	Life Skills Course  Elements taught are personalised and developed from our life skills questionnaire.  *PSHE	*Employability Curriculum to achieve the 8 Gatsby Benchmarks  Industry led sessions Links with Employers <b>1-1 Independent careers advice</b> Transition planning Project Search Industry specific accreditation Vocational Profiling
<b>Employability Skills - Project Smart and Project Moto are embedded across all study programmes</b>				
<b>Employability Skills</b> Teamwork-Effective Communication-Time Management-Perseverance-Resilience-Polite & Friendly- Listening Skills-Organisational Skills-Ability to Learn A Adapt-Solve Problems-Negotiate-Use Initiative- Self Motivate -Make Decisions-Leadership-Flexibility-Value diversity and difference.				