

Curriculum Intent 2024/2025



Skills for Independence and Employability Ltd. Registered Charity Number: 1187919

Learning for Life	Skills for Independence	Preparation for Life and Work
Curriculum Intent <i>Therapy focus</i> (Content)	Curriculum Implementation <i>Therapy focus</i> (Delivery)	Curriculum Impact <i>Therapy focus</i> (What can learners do more of)
To prepare learners for adulthood and embed: • Personal safety and wellbeing. • Inclusive opportunities. • Core Maths and English skills, Functional Skill accreditation where appropriate. • Social, communication and interaction skills. • Money management. • Develop digital skills that lead to effective communication and greater independence. • Develop knowledge and skills that are adaptable that are relevant and transferable. • Home management. • Accessing the community/ participating in community activities. • Maintaining good health. • Effective personal hygiene management/seeking help. • SRE/PSHE/British Values. • Self-control. • Self-advocacy. • Build resilience and personal effectiveness. • An understanding of what skills are needed to progress towards employment and the skills employers are seeking, locally and nationally.	• 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. • All learners have a baseline assessment during their first six weeks at the College. • Teachers/Tutors design and deliver subject content in the curriculum offer that allows learners to transfer key skills & knowledge. • Learners are encouraged to discuss, debate, and share their views on what is important to them. • Teachers/Tutors check learners' understanding through formative and summative assessment to inform their teaching and learner's learning strategies. • Curriculum intent, processes, impact, and sequence of learning is understood by all College staff and communicated to the learners. • 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. • Learners engage in a bespoke work experience and careers programme using the Gatsby Benchmarks to raise learners' aspirations, promote access to all career pathways and to enable them to develop the skills and attitude they need to achieve. • Staff follow a robust CPD programme to meet the developing needs of the learners and to improve their own practice.	• Learners know more, can remember, and apply more, meaning that they can do and achieve more. • Learners can learn, think and act more independently. • Learners are digitally savvy and able to keep themselves safe. • Learners' social, communication and interaction skills continue to improve and develop. • Learners' wider knowledge and skills continue to develop. • Learners can apply their understanding, knowledge, and skills to an increasingly wide range of situations and settings. • Learners achieve qualifications and experience that will enable them to access the next appropriate course/apprenticeship/ training/employment/supported employment. • Learners contribute to society and demonstrate self-control and respect for other cultures and beliefs. • Learners transition into appropriate paid or voluntary employment, further learning, or social care in a timely, effective, planned and prepared way that provides learners with the individual support that is appropriate.

• Employment/participation in work related activity skills that address the needs of learners, employers, and the local, regional, and national economy • Tailored therapeutic interventions (e.g., occupational therapy, speech and language therapy, and counselling) to address individual barriers to learning. • Integrate mental health and emotional wellbeing as integral to overall development. • The development of self-regulation and coping strategies through therapy. • Greater independence by addressing sensory needs and enhancing physical and emotional resilience	• Staff are trained to run formal assessments and exams in line with the policies and procedures of the awarding body. • Therapists collaborate with teachers, tutors, and job coaches to integrate therapeutic strategies within the curriculum. • Learners receive personalised therapy plans designed to complement and support their academic and social goals. • Regular therapy sessions are delivered through individual, group, and integrated class-based approaches. • Therapists provide staff training to ensure the effective implementation of therapy-related strategies throughout the College. • The therapy team supports learners' transition planning by contributing insights into personal needs and readiness for adult life.	• Learners demonstrate improved emotional regulation and reduced anxiety, enabling greater engagement with learning and social activities. • Enhanced communication skills, allowing learners to express their needs, preferences, and ideas effectively in a variety of settings. • Increased independence in managing physical, sensory, and emotional challenges. • Learners develop greater confidence and resilience to navigate real-world challenges, including work environments and social interactions. • Positive transitions into adulthood, supported by a holistic understanding of the learners' therapeutic and academic development.
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