

Curriculum Intentions	<b>Our Vision</b>									
	To provide an Outstanding Teaching and Learning environment to ensure our young people are empowered to be as independent as possible.									
	<b>Our Values</b>									
	Teaching and Learning is our priority and the needs and safety of our students always come first.	We are an inclusive College where we promote and protect equality and diversity.	Within our College community we all treat each other with respect, trust, openness, care, and consideration. We celebrate student and staff success.	We work in partnership with employers and other stakeholders so that we can make a positive contribution to the outcomes for our students.	To place our students at the heart of all our work and ensure their culture and lifestyles are celebrated.					
Teaching Intentions	<b>Our provision is informed by Preparing for Adulthood framework</b>									
	<b>Employment</b>		<b>Independent Living</b>			<b>Friends, Relationships &amp; Community</b>		<b>Good Health</b>		
	<b>Effective Teaching and Learning</b>									
	Students are individuals- they need to feel safe and happy to learn.	Teaching should be responsive- strategies should be varied and chosen based on the needs of the individual.	Task design and questioning should challenge thinking and deepen learning.	Individual Learning Plan linked to EHCP and diagnostic assessment.	Consolidation of learning to deepen knowledge and embed independence.	The classroom climate created by teachers should inspire and motivate all students.	Teaching, learning and assessment should form a continuous cycle.	Diagnostic assessment period to assess starting points.		
	Positive behaviour and attitudes are reinforced with praise.	Personal development to prepare students for their next steps.	Learner Voice to promote democracy and individual liberty.	All students to increase independence within the best of their ability.	Use appropriate levels of support to challenge students to become more independent.	Indirect questioning to enhance problem solving.	RARPA targets assessed in each session.	Therapy targets embedded and promoted in lessons to remove barriers to learning.		
<b>Purposeful Real World Learning Opportunities</b>										
Cross-curricular learning	Planned sequence of learning	External Visits	Visitors	Personalised daily routines	Theme days and events	Real world Enterprise projects	Community work	Responding to world events		
<b>Transition Group (3 Day Provision)</b>										
<b>Subjects</b>	<b>Employment</b>			<b>Independent Living</b>		<b>Friends, Relationships &amp; Community</b>				
	<b>Good Health</b>									
	Practical Maths and English	Work Experience (Established to focus on gaining paid work or long-term voluntary/supported work)	Access to Careers Programme (Job Searching, CV Building, Interview Skills)	Independent Travel Training	Transition in to Supported Living/Social Care Programme	Tutorial	Therapy Input (Consolidation of strategies and reduction overtime)***			
<b>Assessment and Qualifications</b>	RARPA – Work Based Goals Specific Qualifications/Courses linked to Job Role									
<b>Employability Group (Formal Curriculum)</b>										
<b>Subjects</b>	<b>Employment</b>			<b>Independent Living</b>		<b>Friends, Relationships &amp; Community</b>				
	<b>Good Health</b>									
	Practical Maths and English	Work Experience/Impartial Careers Advice & Guidance (Defined pathway)		Enterprise skills	Independence-Cooking	Tutorial	Enrichment	Therapy sessions *** (SaLT/OT/Physio)		
<b>Assessment and Qualifications **</b>	RARPA NCFE English and maths (Entry 3/Level 1/ Level 2) NCFE Employability Skills (Level 1/ Level 2) NCFE Developing Enterprise skills (Entry 3/ Level 1)									
<b>Independence and Work Skills Group (Semi-Formal Curriculum)</b>										
<b>Subjects</b>	<b>Employment</b>			<b>Independent Living</b>		<b>Friends, Relationships &amp; Community</b>				
	<b>Good Health</b>									
	Practical Maths and English	Work Experience/Impartial Careers Advice & Guidance (Explore pathways)	Independence-Enterprise	Independence-Horticulture	Independence-Music	Tutorial	Enrichment	Therapy sessions *** (SaLT/OT/Physio)		
<b>Assessment and Qualifications **</b>	RARPA Pre-Entry level programme NCFE English and maths (Entry Level 1 - Level 1) NCFE Employability skills (Entry 3/Level 1)									
<b>Achievement Group (Informal Curriculum)</b>										
<b>Individualised programme of study</b>	<b>Independent Living</b>			<b>Friends, Relationships &amp; Community</b>						
	<b>Employment</b>			<b>Good Health</b>						
	<b>The Engagement Model</b>			Awareness		Anticipation		Enrichment Art/Animal Care/ Cooking		Therapy sessions*** (SaLT/OT/Physio)
	initiation	Curiosity	Investigation	Discovery	Persistence					
<b>Assessment and Qualifications* *</b>	RARPA Therapy Targets Assessment towards The Engagement Model									
*Learners will be assessed within pathways and may progress within the pathway or move on to the next. **Qualification and levels dependent on baseline assessment, prior achievement, and learner needs. ***Therapy sessions dictated by EHCP and agreed funding.										
Impact	<b>Our curriculum has an ambition for high achievement of all learners, irrespective of background and starting point. Achievement is represented in four ways:</b>									
	Work Related and Employment Pathways		Independent Living Pathways			Health, Social Care and Community Inclusion Pathways		Education, Personal Development and Training Pathways		
	<b>The impact of our curriculum is systematically monitored, evaluated, and reviewed to meet the aspirations of the individual learner and to drive continuous improvement. Evaluation activities include:</b>									
	Assessment of RARPA Targets	Learner and staff termly reviews	Learner survey	Achievement of Qualifications	Destinations	Work scrutiny	EHCP Reviews	Governor Visits	Communication with parents	Lesson observations

