



Curriculum Policy

Teaching and Learning

Cambian Lufton College



Policy Author	Hannah Hastilow
Approval Date	31 st August 2022
Next Review Date	August 2023
Version No	4
Policy Level	Cambian Lufton College site specific policy.

1. Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Head of Education and/ or Head of College.

The College undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Sophia Cursons	Hannah Hastilow
	
Head of College	Head of Education
Date: 31/08/2022	Date: 31/08/2022

2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	A generic term which means the Children's Home/school/college. Cambian Lufton College is an independent specialist college.
Individual	Any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Lufton College have students attending and/or residing between the ages of 16 and 25.
Service Head	The senior person with overall responsibility for the college. At Cambian Lufton college this is the Head of College, Sophia Cursons.
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	Parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Lufton College this is Ofsted and the Care Quality Commission.
Social Worker	The worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the child/adult or commissioning the service
Staff	Full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
SEN	Special Education Needs (SEN)

3. Legal

- Children and Families act 2014
- SEND code of Practice 0-25 2015
- Special Educational Needs and Disability act 2001
- Keeping Children Safe in Education 2022

4. Lufton College Values

4.1 Life at Cambian Lufton College is shaped by our 'FRESH' values:

F – Freedom - The freedom and confidence to share opinions and ideas, to innovate without fear of criticism, and to challenge professionally.

R – Respect - For each other, for our students and their families, our differences, our individuality.

E – Empower - Our students, supporting learning, not doing for, each other to make decisions, take responsibility and drive improvement and positivity.

S – Support - Our students and each other to achieve and reach their personal best.

H – Honesty - Trust, integrity and transparency. A culture of owning and forgiving for mistakes, to instigate change and constant learning.

4.2 We believe that with guidance, encouragement, support and application every student can exceed their own expectations. Our objective is to prepare our young people for the next stage of their lives ensuring they leave fulfilled, enthusiastic, self-disciplined and confident furnished with the skills, knowledge and practical abilities to fulfil meaningful, active lives and be able to participate in and contribute to their community and society as a whole.

4.3 We aim to ensure that each individual has a personalised learning programme, with a focus on students' choices to shape their own direction of learning and activity. The programme is initially devised from: the student's interests, preferences and existing skills; review outcomes considering immediate and long term EHCP targets; discussions with the student's parents, carers and external professionals, and how current curriculum offers and courses can be introduced or adapted to ensure the provision meets the student's abilities, needs and preferences. The programme of study will provide a coherent structure that offers incremental learning activities to enable the learner to gain a sense of accomplishment as they progress during their placement. We endeavor to find and then enhance talents, so they can be enjoyed and become sustainable. The provision choices are dynamically reviewed in response to the student's changing preferences, experiences and needs.

4.4 The curriculum we offer is under continuous review, as we will take a critical view of our offer and how it meets the changing needs of our students, and the society in which they will ultimately live and work. We will encourage and support our staff to innovate, improve, and to raise aspirations for their own practice and their students' outcomes.

Student Profile

4.5 Our college provides for those with autism, moderate and severe learning disabilities, communication difficulties as well as other needs or diagnoses, including ADHD, ADD. Most of our young people are referred to us and funded through the local authorities. Our age range is between 16 and 25 years of age with most of students being aged 18 – 22 years. The college will support effective transition from school to college for each placement to ensure continuation of learning. All of our young people will have an Education Health Care Plan. The college in a rural location in Somerset, with 2 sites set within gardens and grounds of over 20 acres. Lufton College can support up to 60 placements. Placements are a mixture of residential 52 weeks per year, 38 weeks per year or any other practical combination, and Day placements.

4.6 Within the context of our values, curriculum provision is planned in relation to each student's transitional goals and is tailored to meet individual learner's needs both within and beyond college.

We aim to:

- Offer a broad and individualised curriculum for each learner tailored to meet their developing needs both within and beyond college.
- Facilitate the development of independent living skills through a practical and community-based curriculum.
- Develop learner’s functional communication skills through a ‘total communication environment’.
- Enable students to develop self-awareness and interpersonal skills which underpin successful community living and working.
- Offer a wide range of vocational curriculum choices to stimulate and challenge students on all levels.
- Encourage students to become active participants in their local community through a programme of work experience opportunities, volunteering and community projects, enterprise and other community involvement.
- To equip students with the most appropriate and relevant accreditations and qualifications for their chosen destination.

5. Curriculum Intent and Overview

5.1 The intent of Lufton College is to provide engaging and meaningful learning experiences that foster lifelong learning, while equipping our students with the knowledge, skills and personal resilience that will prepare them for their best possible adult life. We will commit to working with every individual student in a way that meets their needs, supports them to achieve their personal best, and to move on successfully to their next destination. Where appropriate, this is underpinned by an accredited learning outcome, depending on the students' need, ability and aspirations.

5.2 Students will attend Lufton College for a placement duration of approximately 2-3 years. The curriculum has therefore been sequenced to create a journey towards students’ transition to adulthood and their next destinations, such as supported living, paid/unpaid employment, and contributing in a meaningful way to their future communities. This three-year journey is intended to be flexible to meet students’ individual starting points and reflect their rates of development and knowledge acquisition.

Exploring – This year is intended to build foundational knowledge and skills, to identify personal interests in order to set vocational goals, and to build trust and relationships with staff and peers to support engagement across the curriculum.

Embedding – This year is intended to develop greater independence, and to ensure students are able to apply a greater range of knowledge and skills in different contexts, such as off-site work experience, volunteering and enrichment.

Empowering – This year is intended to prepare for transitions to students’ next destinations by providing a more community-based timetable and additional off-site opportunities in line with students’ next steps and aspirations.

5.3 The curriculum at Lufton College is comprised of the following areas:

Golden Threads	Core Curriculum	Planning for Employment	Independent Living	Enrichment
EHCP Outcomes FRESH Values and British	Literacy – communication skills, and functional literacy for independence and in the community Numeracy – functional numeracy skills, using and	Developing Employability Skills and Planning for Employment	Preparation for adulthood and independent living skills	A varied programme of enrichment activities both on site and in
		On site/off site work experience placements	ICT and staying safe with technology	
			Being part of the	

Values	applying number for independence and in the community	Community volunteering	local community	community, led by students' interests and ambitions, and including a range of music, art, drama, sport opportunities.
	Resilience Curriculum – personal development and wellbeing		Making healthy choices	
		Therapeutic Informed Approaches	Landbased skills for employability and/or to support independence	
Preparation for Adulthood	Assessed via ILP progress			
Assessment	Assessed via accreditation where relevant – City & Guilds/AQA			

Core Curriculum Area:

Literacy & Numeracy: The Literacy and Numeracy curriculum is intended to embed real-life application of key skills. This ensures that students have the underpinning knowledge and skills that will allow them to achieve their EHCP outcomes, such as greater independence, or to further employability prospects, in order for them to progress onto their best possible adult lives. This curriculum area is underpinned by accredited outcomes through either City & Guilds Functional Skills qualifications, or AQA unit awards, depending on the needs and intended outcomes for each student.

Literacy & Numeracy Curriculum Map:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What's Important to Me	Food and Cooking	Shopping and Household	Environment	Community & Citizenship	The World of Work
Exploring Literacy	Building my important vocabulary and sentences	Following and creating instructional texts	Requesting and providing information	Reading for Meaning and Pleasure	Conversations and discussions	Building employability vocabulary
Embedding Literacy	Understanding texts: Fiction and Non-Fiction	Making Choices: Products and Services	Identifying and using information	Building environmental vocabulary	Communicating with others	Extracting information from texts
Empowering Literacy	Writing About Me	Understanding Nutrition	Creating texts for different purposes	Making Changes and Presenting Ideas	Planning events and activities	Responding to adverts and providing personal information
Exploring Numeracy	Number: Use of number in everyday life	Measure, Shape, Space: Following a recipe	Measure, Shape, Space: Using Money	Measure, Shape, Space: Time, days, weeks, months	Handling information: Maths in the community	Handling information: More or Less
Embedding Numeracy	Number: Everyday calculations	Measure, Shape, Space: Time and Temperature	Measure, Shape, Space: Identifying 2D and 3D shapes	Handling Information: Sorting and Classifying	Number: Maths in the community	Handling Information: Making Comparisons

Empowering Numeracy	Number: Maths for Information	Measure, Shape, Space: Understanding nutritional information	Measure, Shape, Space: Estimating Cost	Handling Information: Recording Data	Number: Maths for Leisure	Measure, Shape, Space: Managing Money
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Resilience Curriculum: The Personal Resilience curriculum at Lufton College is designed to target specific areas of personal development, wellbeing, and resilience to ensure our students are able to progress onto their best possible adult lives. The curriculum promotes students' self-esteem and emotional and physical well-being, and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at college, at work and in the community, including online spaces. Through our curriculum, we want our students to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues, including awareness of the risks of online harassment and the PREVENT agenda. In addition, this area of the curriculum includes our Transitions programme, providing targeted support for students to reflect on their journeys at Lufton and move on to their next destinations successfully. This curriculum area is underpinned by accredited outcomes through AQA unit awards, depending on the needs and intended outcomes for each student.

Resilience Curriculum Map:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Health and Wellbeing		Relationships		The Wider World	
Exploring	Understanding Myself and Others	Keeping Myself Healthy	Understanding Relationships	Keeping Myself Safe	Life in Britain	Diverse Communities
Embedding	Mental Health and Wellbeing	Diet and Exercise	Healthy Relationships	Managing Conflict	Discrimination and Prejudice	Managing Money
Empowering	Making Healthy Choices	Alcohol, Drugs, and Addiction	Sexual Health and Positive Sexual Behaviours	Transitions		

Planning for Employment: Lufton College's Planning for Employment department is intended to develop skills for future career planning, provide access to vocational learning, and work placements, as part of the Employability strand of Preparing for Adulthood. The curriculum will incorporate the skills valued in the world of work, including effective communication, problem solving and collaboration. In addition, placements and vocational training will have the flexibility to be informed by local labour market information. This area of the curriculum supports the achievement of EHCP outcomes relating to future employment and/or meaningful contributions to the community through participation within a range of activities. We are aspirational for our students to develop skills needed for the workplace, and to provide them with choices in line with their interests and aspirations. This curriculum area is underpinned by accredited outcomes through either City & Guilds Skills for Working Life; City & Guilds Personal Progress; and Flexibility to provide vocational qualifications according to individual needs.

Planning for Employment/Employability Skills Map:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The World of Work	Responsibilities in the Workplace	Communication in the Workplace	Customer Service	Searching for Jobs	Evaluating Skills and Experience
Exploring	To explore post-16 career opportunities To complete self-assessment of skills and qualities for the workplace	To identify roles and responsibilities within the work place, such as health and safety	To identify different forms of communication and their use in the workplace (e.g. formal, informal) To state	To define customer service To identify differences between good and bad customer	To explore different types of job adverts To complete a job application form	To create a CV To undertake a job interview

			behaviours required in the workplace	service		
Embedding	To explore post-16 career opportunities, utilising local labour market information	To undertake safe manual handling in the workplace To identify steps to maintain own safety, and safety of others in the workplace	To demonstrate effective communication in the workplace	To demonstrate effective problem solving in the workplace	To demonstrate effective collaboration in the workplace	To complete a review of CV To undertake an application and interview for work experience placement
Empowering	Students to undertake work experience placements, according to individual goals and aspirations. Students may continue with internal placements, or may progress to external placements. This is individualised to students' progress and intended outcomes, with existing placements and new opportunities considered in order to support them to achieve their outcomes.					

Enterprise: Enterprise is intended to provide practical projects designed to develop skills in communication, money management and employability through the experience of putting together a small business enterprise. This will support students' achievement of EHCP outcomes, and support successful transitions into their adult lives through increased confidence in interacting with others and the wider community. Through undertaking a range of create and practical projects, students gain increased confidence in planning activities, problem solving and self-reflection. This curriculum area is underpinned by accredited outcomes through either City & Guilds Skills for Working Life; City & Guilds Personal Progress; and Flexibility to provide vocational qualifications according to individual needs.

Enterprise Curriculum Map:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Exploring Themes	Communication		Money		Employability	
Exploring	To make choices relating to enterprise products To communicate choices and present ideas to staff/peers	To communicate effectively with peers To collaborate with a peer on an enterprise project	To recognise and sequence currency To follow a work routine utilising TEACCH approaches	To set up and work within a shop environment	To create and undertake a chosen enterprise project To transfer communication, money and employability skills in different environments	
Embedding Themes	Business Planning	Communication	Collaboration	Skills for Work	Money Skills	Enterprise Project
Embedding	To develop and test enterprise project ideas	To demonstrate effective customer service	To liaise with external stakeholders to create a pop-up shop	To initiate and complete work tasks, e.g. making products	To collaborate with peers on enterprise project off site To calculate profits from internal and external sales of enterprise projects	
Empowering Themes	Customer Service	Marketing	Money Skills	Retail Skills	Enterprise Project	
Empowering	To demonstrate the 3 P's of customer service (professionalism, patience, and people-first)	To market and advertise a product effectively	To create a budget and account sheets	To demonstrate effective retail skills, e.g. quality assurance, stock rotation	To run an external enterprise project linked to career aspirations	

Independent Living Skills: The Independent Living Skills curriculum is personalised and responsive to the students' needs now and in the future in order to equip our students with the knowledge, skills and behaviours to ensure they are safe, cared for, have a voice and are able to live a quality of life that promotes independence and make contributions to the community they live in. Independent Living Skills is focused on supporting the individual's transition to adulthood and is an integral part of the personalised curriculum offer for students at Lufton College, identifying their specific needs and requirements on the journey towards post 16 education and beyond. Students' views are taken into consideration to ensure the goals that are set, relate and reflect their future aspirations and potential next steps beyond Lufton College.

Our focus is to support young adults with moderate to severe learning difficulties to become as self-sufficient and independent as possible, from money management to shopping, from planning a social life and developing interests to enrich their lives, to arranging and directing any support that they need to ensure they are safe and healthy. They will have the opportunity to develop skills for independent living, such as problem solving, decision making, risk management and functional communication opportunities. Students will also have the opportunity to gain practical experience of budgeting, shopping, preparing meals, carrying out domestic chores and taking responsibility for their own personal care. These activities, learning experiences and opportunities will support students to lead fulfilling lives. An integral and targeted result of the learning and development of new knowledge, skills, behaviours is the specific level of independence each student is envisaged to demonstrate and have in the future. This particular targeted approach will ensure that students ensure all learning supports a level of independence which will in turn secure, confidence, self-esteem, resilience and enhance their future lives and next steps.

The Independent Living Skills curriculum includes five key units:

Unit One		Unit Two	Unit Three	Unit Four	Unit Five
Personal Hygiene	Care &	Household Management	Budgeting & Shopping	Cookery and Food Preparation	In The Community

Staff will deliver an individualised programme based on students' EHCP outcomes, goals, and intended destinations. The development, application and opportunity to experience and use some of these skills will run throughout the whole College curriculum with a great emphasis being placed on the more practical skills in specific independent living sessions to ensure opportunities to embed knowledge and skills and transfer these to different settings. This curriculum area is underpinned for AQA unit awards, depending on the needs and intended outcomes for each student.

Enrichment: Our Enrichment offer is intended to develop interests and activities beyond the standard curriculum, such as in the creative arts and sport. This also supports development of physical control, communication and co-ordination, as well as tactical and imaginative responses, and evaluation of own performance. This includes community projects and outdoor education, such as the John Muir Award. The enrichment programme is led by our students' choices and interests, and comprises of regular timetabled activities, as well as seasonal and one-off opportunities in the local area. In this way, this curriculum areas supports the achievement of EHCP outcomes, while ensuring students' build confidence in accessing a range of activities in the community.

- 5.4 Each of the areas of the curriculum are delivered in accordance with students' needs, and in line with their year of study and desired outcomes. Accredited learning options have been selected to support specific education or employment outcomes, and can be adapted according to the aspirations of individual students. A greater value is placed on the ability of all students to demonstrate progress towards their individual goals, rather than an emphasis on the meeting of assessment criteria.

6. Curriculum Implementation: Baseline Assessment and Progress Tracking

- 6.1 Upon arrival at Lufton College, new students' will undertake a baseline assessment period in the first three weeks of

the relevant academic term. This baseline assessment is comprised of two assessment tools, one for the resilience curriculum and one for the remaining elements of the curriculum. This assessment tool will assess the following:

- Communication
- Personal Development
- Literacy
- Numeracy
- Digital Skills
- Health and Wellbeing
- Independent Living Skills
- Employability

This baseline assessment tool will be created in a collaborative approach between Tutors, House Managers and any other key staff working with the student. Staff will agree a skill rating for each area of the baseline assessment tool. This will be reviewed through a Multi-Disciplinary Team (MDT) meeting following the completion of the baseline period.

6.2 All students will have an agreed set of goals identified and tracked through Databridge.

Long Term Goals – EHCP outcomes are uploaded to Databridge and represent the ‘end of placement’ outcomes for students to achieve.

Medium Term Goals – these goals are in place for an academic year. Progress towards these goals will be reviewed in the final end of term report in the Summer term.

Short Term Goals – these goals are in place for a term. These short term goals demonstrate how students will make progress towards their medium term goals, and will be reviewed through termly MDT meetings and termly progress reports.

6.3 Databridge will be utilised to track progress towards each students’ goals. Education and Care staff will enter any achievements or outcomes relevant to each goal, and any incidental learning can also be recorded and celebrated with the student and their families. Progress towards these goals will form the student reports prepared each term, with indicators of next steps highlighted for the coming term. This will include any plans for future years of study, or for those in their final year and transitioning into the community and/or further education, training or employment.

7. Curriculum Implementation: Quality of Teaching, Learning and Assessment

7.1 The delivery of our curriculum is designed to meet the needs of students with complex communication and behavior difficulties. This is a highly structured adaptive programme which develops and reinforces students’ behaviours, communication social awareness and functional skills. The curriculum is based upon a ‘total communication’ approach using a wide range of communication methods, overseen by our clinical specialists, to develop students understanding and help them to be understood. Students are taught in small groups by a team of tutors, who are trained and supported to understand the specific needs of these students. Schemes of work are designed to demonstrate the intent behind the programme of study, how it will be implemented to achieve intended outcomes, and assessment required to complete the programme.

7.2 The expectations of education delivery include:

- Differentiated and individualised opportunities for students to learn and make choices within activities, both at college and in the community
- Sequenced learning activities that build on existing skills and knowledge in order to support progress towards intended outcomes
- Utilisation of a TEACCH approach to support learning and progress within a range of learning environments

- Building confidence through the use of a total communication approach, according to individual students' needs
- Continuous feedback and setting of SMART learning goals designed to address gaps in knowledge or skills
- Effective collaboration with support staff to help all students achieve
- Promotion of self-awareness and reflection on own performance or behavior, and all students to have a voice in setting their learning journey
- Support to develop social skills, team working, turn-taking and co-operation, in a range of peer-to-peer activities
- Embedded independent living and employability in all areas to promote successful transitions into the community
- Promotion of inclusion in the community by creating links with local organisations, or activities in the community linked to personal development or learning outcomes
- Specialised support for additional needs, including those with physical disabilities, or those requiring English as a Second Language

7.3 Quality assurance will be scrutinised by the Head of Education, Regional Education Lead, Heads of Department and multiple stakeholders as well as commissioned external experts. The quality of education delivery is monitored through the use of a Quality Assurance cycle, scheduling quality activities throughout the year. These include lesson observation and tutor supervisions, as well as self-assessment and governance reports, and training and development opportunities. The Quality Assurance cycle is dynamically reviewed throughout the year in order to respond to themes and feedback.

7.4 Appointed internal verifiers are allocated to relevant qualifications, and are responsible for monitoring assessment activity to ensure it complies with awarding bodies' standards. External moderators will check our quality by externally verifying a sample of work and via an annual Quality visit where they review our policies and procedures. These will be scheduled as part of the Quality Assurance cycle. Feedback from both the internal and external verification process will be shared with teaching staff and used to inform best practice or training and development opportunities, as a way to ensure the best outcomes for students.

8. Curriculum Impact

8.1 The impact of the curriculum will be assessed throughout the year as defined in the Education Quality Assurance Cycle, and collated as part of the annual Self-Assessment Report. The impact will be demonstrated through the following measurements:

- Achievement of accredited learning outcomes e.g. % achievement City & Guilds Personal Progress E2
- Achievement of, or progress towards, unaccredited learning outcomes in Individual Learning Plans, and mapped against EHCP outcomes
- Destinations review for leavers (to be conducted twice annually)
- Quality review of specific areas of the curriculum, e.g. review of Planning for Employment curriculum area using SEND Gatsby Benchmarks.

8.2 Where accredited outcomes have been identified for students, teaching staff will be allocated to deliver this in line with the curriculum and staffing structure. A Head of Department (HOD) will also be allocated to ensure managerial oversight of the delivery of qualification units. Staff will be required to demonstrate in their schemes of work where assessment outcomes will be delivered and assessed, and ensure an initial assessment is carried out in the first half term following the allocation of units to individual students.

8.3 Accredited outcomes will be subject to regular internal moderation deadlines, where qualification evidence is required to be submitted for quality review by Head of Education and/or allocated HOD. Where relevant, actions will be set to address areas of quality in preparation for any external moderation activities scheduled throughout the year. Themes from internal moderation will be used to inform any ongoing staff development and training regarding the delivery and quality assurance of qualification delivery. Accredited outcomes will be required to be completed by the final internal moderation deadline of the academic year, to ensure IQA activities can be completed and

certificates can be claimed for any students in their final year. The education management team will also undertake a group moderation meeting to agree assessment outcomes and share themes from assessment moderation and feedback.

- 8.4 Students' reports will provide data on partial or full achievement of students' goals, which will be reviewed on a termly basis to highlight any issues preventing progress for individual students. This data is drawn from Databridge, and all evidence uploaded to Databridge to inform this process will be subject to regular quality reviews by the education management team. All staff are expected to adhere to quality guidance around recording progress towards goals to ensure this information is as accurate as possible.
- 8.5 Assessment of the impact of the curriculum is designed to allow reflection on how far the college is meeting its curriculum intent, and how far we are able to evidence the impact on our students' outcomes. Findings of this review will be fed back to the whole education team in order to inform continuous improvement objectives, and embed a culture of high aspirations for our students, and for our staff.

9. Concerns and complaints

Parents/guardians/carers and Stakeholders who have concerns about any aspect of the curriculum should discuss these with the Head of College. Cambian's Complaints policy and procedure is available on the Cambian website.

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