

Curriculum Policy

Teaching and Learning

Cambian Lufton College

Policy Author	Sophia Cursors/Neil Hellin
Approval Date	September 2025
Next Review Date	September 2027
Version No	6
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 Principal and Assistant Principal. 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.



Sophia Cursors
Principal

Date: September 2025

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 Principal, 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 CQC
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. Legislation/Policies

- Childrens Act 1989
- SEND code of Practice 0-25
- Special Educational Needs and Disability act 2001
- Keeping Children Safe in Education 2024

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 outcomes; 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, sensory needs, emotional and mental health needs as well as other needs or diagnoses, including ADHD. 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. The college will support effective transition from school to college for each placement to ensure continuation of learning where this is possible, recognizing that some students who attend the college may be children in care, excluded from their previous education provision or within unregulated services which may limit transition time. All of our young people will have an Education Health Care Plan. The college is in a rural location in Somerset, with 2 sites set within gardens and grounds of over 20 acres and a community home which can accommodate up to 6 students in their final year of college and is a stepping stone to supported living. Lufton College can support up to 45 placements. Placements are a mixture of residential 52 weeks per year, 38 weeks per year or any other practical combination, and Day placements. Majority of our students require a high level of support which ratios tend to be 1-1 or 2-1 support.
- 4.6 Within the context of our values, curriculum provision is planned in relation to each student's transitional goals and is tailored and person centered to meet individual needs both within and beyond college.

We aim to:

- Offer a broad and individualised curriculum for each student 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 functional communication skills that are personalized to the student in the context of real life environments and encounters.
- Enable students to develop resilience, including self-awareness and interpersonal skills which underpin successful community living and working.
- Offer a practical and vocational curriculum to prepare students for adulthood and real life situations.
- Aim for all students to become active participants in their local community, and prepare them for the world of work through a programme of work experience opportunities, volunteering and community projects, enterprise and other community involvement within the Duke of Edinburgh.
- To equip students with the most appropriate and relevant accreditations and qualifications for their chosen destination.
- Assess students starting points and progress using a bespoke RARPA programme (Recognising and recording progress and achievement).

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 up to 5 years depending on individual learning goals and age of student. The curriculum 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 journey is intended to be flexible to meet students' individual starting points and reflect their rates of development and knowledge acquisition. The college learning journey has three pathways which are dependent on student cognition and learning levels and EHCP outcomes.

Exploring – This pathway 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 pathway 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 pathway 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 our core curriculum areas, Literacy, Numeracy, Resilience, Communication, Employability (World of Work), Independent Living skills. All students will have goals linked to the core curriculum and will study other curriculum programmes depending on their interests and vocational aspirations.



Core Curriculum Areas:

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 NCFE, C&G and project work, and other qualification units will be determined depending on our assessment of learning needs. All students practice and are taught functional literacy and numeracy skills throughout all curriculum areas as part of our core curriculum offer.

Communication:

Communication is embedded throughout all vocational and core curriculum, and specific interventions and review is undertaken by the college Speech and Language Therapist, with bespoke plans and links to literacy and independent living skills. This includes the assessment of AAC if beneficial, and using one to one interventions to progress to universal use across the waking day in an array of environments with increased independence.

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 how to keep safe online, extremism and exploitation and sex education. 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.

Employability: Lufton Colleges World of Work 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 City and Guilds if relevant to the student and flexibility to provide vocational qualifications according to individual needs.

Independent Living Skills: The Independent Living Skills curriculum is personalised and responsive to the students' needs now and in the future. The curriculum includes core topics such as money management, looking after a home, to shopping, social skills, safety in the home and health. They will develop skills for independent living, such as problem solving, decision making, risk management and functional communication opportunities. The curriculum is taught within student homes and uses practical tasks and situations, and a wide variety of environments to ensure learning is realistic for life after college.

Vocational curriculums

Enterprise and Digital 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.

Animal care: The Animal Care curriculum is a thoughtfully designed programme aimed at the talents and passions of individuals who have unique learning requirements but have an interest and/or passion towards animals and their care, whether that be through a therapeutic need, to like animals or have a real passion to learn about them.

This curriculum provides an inclusive, supportive and engaging learning environment that will equip students with the knowledge and skills to not only work with and look after animals but to also take to other aspects of their life. This could be including a deeper understanding and respect for animals encouraging empathy and responsible care or equipping students with practical skills and knowledge that are not only directly applicable to different kind of animal care but also other areas of life in general.

This curriculum will support the personal development of each student, focusing on confidence, independence and social skills through interactions with animals.

Landbased: The Landbased curriculum is a vehicle for the acquisition of a range of transferable skills appropriate to everyday life and the workplace, leading to personal resilience and independence. Students will build on their identified starting points to develop communication and interpersonal skills through instruction and activities geared toward working together, staying positive, solving problems and aspiring to their highest possible level of achievements. Integral to the curriculum is a strand of Health and Safety, where the use of tools and personal, protective equipment (PPE) are taught and practiced. There are also opportunities for students to achieve externally accredited outcomes. Through participating in a series of seasonal horticultural projects that emphasize social interaction, and personal wellbeing, students work together to realize satisfying, practical outcomes. This hands-on, project approach will inspire students to enjoy building connections between themselves and the natural environment, bringing about increased self-awareness.

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 coordination, as well as tactical and imaginative responses, and evaluation of own performance. This includes community projects and outdoor education, such as forest skills and via our Duke of Edinburgh award scheme. 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.

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 six 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 alongside a review of the EHCP outcomes and areas, including capturing student voices.

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 is the colleges management in to track progress towards each students’ goals. 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. Assessment information is also gathered in the form of photos and videos, and this is used to create our student journey, which is reviewed termly and forms a timeline of students progress against EHCP outcomes, their views and other areas such as attendance and behavior and attitudes.

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 behaviour difficulties. This is a highly structured adaptive programme which develops and reinforces students’ behaviours, communication social awareness and functional skills. The college have a quality assurance cycle and utilize learning walks, formal assessments of planning, progress reviews and internal quality of education scrutiny meetings.

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 structured and person centred approach to support learning and progress within a range of learning environments
- Building confidence through the individualized communication approaches and assessments
- 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, with students views and participation at the centre of their college 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

7.3 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.

7.4 Termly governance meetings and the use of external education experts, alongside local headteachers in the Somerset SEN network provide scrutiny and challenge, alongside local and placing authorities who observe and audit teaching and learning within the college regularly.

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, or progress towards, RARPA outcomes in Individual Learning Plans, and mapped against EHCP outcomes
- Destinations and outcomes review for students (to be conducted annually)
- Quality review of specific areas of the curriculum, e.g. review of World of Work curriculum area using 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 qualified assessor within the team will also be allocated to ensure managerial oversight of the delivery of qualification units. Staff will be required to demonstrate in their medium-term plan 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 our internal verifier. 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 progress of students' goals, which will be reviewed on a termly basis to highlight successes and achievements and key areas to work upon the next term for each individual students. Termly progress reviews for each student which is chaired by a member of the senior team in education is undertaken, with a review of the student journey, scrutiny of assessment and progress data and review of student goals where required.
- 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 is fed back to the college team in order to inform continuous improvement objectives, to continue our embedded 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 Principal, Sophia Cursons. Cambian's Complaints policy and procedure is available on the Cambian website.