

**Cambian Dilston College**  
**CURRICULUM – TEACHING AND LEARNING POLICY**

**Applies to:**

- the whole college inclusive of activities outside of the normal college hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the college.

**Related Documents:**

- English as an Additional Language Policy,
- Gifted and Talented Students Policy
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)
- Admissions policies
- Registration Policy
- Assessment Policy
- Internal Verification Policy
- College Lesson Observation Policy

**Availability:**

This policy is made available to parents/guardian/carers, carers, staff and students from the college office and website.

**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Principal.

The Proprietor 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:



Zahida Hammond  
**Principal, Cambian Dilston College**  
August 2021

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## Ethos and Vision

Life at Cambian Dilston College is shaped by our commitment to provide 'Learning for Life'. Emphasis is placed on; natural respect, integrity, friendship and the need to discover and develop individual talents. **We believe** that with guidance, encouragement, discipline and hard work, every individual can do so much more than he or she may consider possible. Our objective is that your individual should leave fulfilled, enthusiastic, self-disciplined and fully confident to meet the increasingly difficult challenges of life.

## Student Profile

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 learners being aged 18 – 22 years. All of our young people will have an Education Health Care Plan. The college is in a nine-acre site of park, woodland and gardens. Dilston can offer up to 60 placements. Placements can be residential 52 weeks per year, 38 weeks per year or any other practical combination. Day placements are also available.

Within the context of our ethos and values, curriculum provision is planned in relation to each learner'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 learners 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 learners on all levels.
- Encourage learners to become an active participant in their local community through a programme of enterprise and involvement.
- To equip learners with the most appropriate and relevant accreditation for their chosen destination

## Curriculum overview

Students will have sessions in all appropriate curriculum areas. These will be individualised by looking at the choices they make when they come to college and also within each curriculum area. For some learners work experience may take the place of certain sessions. This curriculum can also offer learners the opportunity to undertake the Duke of Edinburgh award if they wish to do so or as appropriate.

Sessions will all provide portfolios of evidence for accreditation where this is specified, for Duke of Edinburgh, if appropriate, and for learner's own portfolio which will demonstrate progress across their courses.

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The curriculum seeks to incorporate the Prevent Agenda and the Ofsted framework. These both include the need to look at how we can safeguard our learners successfully, prevent our learners becoming involved in extremism and promote British values. According to Ofsted, 'fundamental British values' are: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. For our learners meeting these outcomes (including ensuring they do not become involved in extremism) is primarily around ensuring that they have high self-esteem so they cannot be easily manipulated into extreme acts. To ensure that they have the skills to be socially included and therefore not easily isolated – this must include skills that support them to be tolerant and accepting of others. To support our learners to develop the skills to question if they feel they are being asked to do something they are unsure of (especially if this is by someone in a position of power) and to ensure that they know who they can report concerns to, or ask for help. They need to underpin all of this with an understanding of right and wrong. All college staff will receive the relevant training to ensure they understand the Prevent agenda as part of safeguarding for all students.

Within the new Ofsted framework there is a great emphasis on the spiritual, moral, social and cultural (SMSC) development of students. The DfE suggest we need to...

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will be reviewed for our overall achievements, quality of education, personal development of our learners, behaviour and attitudes of learners and Leadership and Management.

### Curriculum and EFA Funding

The EFA funding guidance which covers the majority of our learner's states:

In the vast majority of cases young people should be predominantly enrolled in learning which leads to an external certificate offered by a regulated awarding organisation.

Planned hours are those that are timetabled, organised and/or supervised by the institution, and take place in line with the institution's normal working pattern to deliver the study programme during the funding year and can include the following.

- a. planned tutor led activity on qualification bearing courses for the student.
- b. planned hours of tutorials, work experience or supported internship, and planned hours on other activities that are organised and provided by the institution, such as sport or volunteering.

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## Core Curriculum

The core curriculum offers vocational subjects, functional skills English and Maths, work experience and reviews/tutorials. Enrichment is embedded within the curriculum. The range of subject areas includes:

Independence living skills  
Functional Skills  
Art  
Sport/PE  
Land-based studies which includes animal care, horticulture/gardening, and environmental studies  
Catering/Baking  
Performing Arts  
Work experience  
Social and Emotional Literacy  
Aspects of Adulthood  
Citizenship – Volunteering  
Media  
Duke of Edinburgh  
Forest School  
Basic Science  
Workshop  
Enterprise

The college operates a continuous cycle of assessment and planning/target setting in order to ensure that we effectively capture progress and achievement. Delivery is through a combination of formal teaching sessions from 9-4 Monday to Friday and, for residential learners, an extended curriculum offering continued learning activities during evenings and weekends. This allows us to maximise the opportunities to reinforce learning in real life, practical contexts.

## Communication & Behaviour curriculum

Our autism specific curriculum is designed to meet the needs of learners with complex communication and behaviour difficulties. This is a highly structured and experiential learning programme which develops and reinforces learners' adaptive behaviours, communication social awareness and functional skills. The curriculum is based upon a 'total communication' philosophy with the utilisation of a wide range of communication methods to develop learners understanding and help them to be understood.

Learners would usually access this curriculum exclusively and are taught in small groups by a team of highly trained tutors who have an excellent understanding of the very specific needs of these learners.

The curriculum is designed to:

- Provide differentiated opportunities for learners to make informed and structured choices within community activities.
- Develop knowledge and skills for accessing public and communication venues and facilities.
- Provide routine activities which students can follow when preparing to access the community
- Provide opportunities to develop Functional Skills
- Assist in building relationships through a total communication environment
- Promote self-awareness by recognising their role within activities e.g. watching themselves on video.
- Support learner understanding and recall by using visual means such as PCS symbol sets and photographs
- Encourage signing, through Makaton to visually support communication.

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- Typical activities within this curriculum are Community and Leisure skills, ICT, Bird feeding, Music, Cycling, Swimming and Duke of Edinburgh.
- Learners accessing the Communication and Behaviour curriculum are also likely to access the Sensory curriculum if they require input and support in that area. This may include the use of the sensory room, Speech therapy and communication groups.

### ILS curriculum

- The Independent Living Skills curriculum is designed to develop learner's readiness for independent or support community living. This is achieved by not only looking at the skills required to live on your own but also the skills required to make a successful transition out of college. For all learners this will involve identifying long term transitional aims to ensure that the skills they develop can be successfully transferred into a post college placement.
- The curriculum has a joint focus
  - the development of life skills e.g. preparing meals, budgeting, travel training and safe community access
  - Development of a person centred transition plan to determine required support needs for post college placement.

### Sensory Curriculum

For learners with more complex, physical, sensory, and communication needs we offer an accessible sensory curriculum which is mediated through the provision of a sensory room and equipment in conjunction with timetabled access to specific sensory based activities.

There is also important embedding of sensory provision into different curriculum areas e.g. PE, Health and Fitness, the Arts and our Land Studies department which now boasts a new sensory garden. Learners who have been identified as needing a sensory strand in their curriculum are referred in consultation with key staff.

The curriculum is designed to:

1. Develop specific communication, cognition and social communication skills as outlined in the Foundation Learning Curriculum.
2. Support access to learning and engagement in the process of learning by developing the above skills, including making meaningful contact, feeling comfortable in particular situations, and being able to bear proximity to other people.
3. Support / feed into college curriculum areas by identifying individual learning needs and styles, and suggest strategies, when required.
4. Support/ feed into curriculum areas by addressing sensory needs either in planned sessions or through advice and support to staff.
5. Enrich the college curriculum and learning experience for students through the provision of specialist areas and equipment.
6. Develop staff understanding of the impact of sensory issues on teaching and learning

### Social & Emotional Literacy curriculum

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The SELC proactively teaches the skills which underpin effective learning and relationship building, thus promoting emotional health and well being. Students are able to practice new skills in an environment where they feel safe, can take risks, and can learn more about themselves.

All students will have access to social and emotional literacy opportunities. Emotional and social competences have been shown to be more influential than cognitive abilities for personal, career and educational success. Developing knowledge, attitudes and skills in this area can improve educational and life chances as well as improving health.

This curriculum area focuses on developing student's knowledge, understanding and skills in key social and emotional aspects of learning: empathy, self-awareness, managing feelings (with a focus on anger) social skills and motivation. The area offers students the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the area, students explore feelings of happiness and excitement, sadness, anxiety and fearfulness, and learn shared models for 'calming down' and 'problem solving'. This links directly with how we support the Prevent agenda and support students to Safeguard themselves.

Emotional Literacy IS about how well you

- recognise and clearly express your emotions.
- understand the emotions of others in a variety of settings (one-on-one, group).
- use the knowledge and understanding of emotions in your thinking, reasoning and decision making.
- manage your own emotions.
- contribute to the management of others' emotions.
- prevent strong emotions such as anxiety, anger and ecstasy from hijacking your performance.
- use emotional data i.e. what you do with emotions.

The curriculum aims to develop:

### **Self awareness**

Learning to:

- know and value ourselves
- understand emotions and express them constructively
- manage our emotions, and cope with difficult feelings

### **Self esteem**

Learning to:

- identify our strengths
- accept praise and criticism
- take responsibility for our own behaviour
- how and when to get help

### **Communication**

Learning to:

- listen
- take turns in a conversation
- develop a conversation
- ask questions
- understand and use expressions and body language
- tell others what we need or do not want

### **Social and relationship skills**

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Learning to:

- understand another person's thought and feelings- empathy
- see things from another person's point of view
- build and maintain relationships
- solve problems, including interpersonal ones

### Aspects of Adulthood Curriculum

Aspects of adulthood will be delivered to all learners, at the appropriate level. This includes sessions on knowledge of self, life cycle, public and private, personal presentation, attraction, personal space, touch, sex and relationship education, sex and the law, developing your own values, keeping healthy, pregnancy, birth and parenthood and personal and E safety. Where appropriate these sessions will cover sessions on Prevent and the law.

These sessions will link to Prevent and safeguarding by supporting students in developing knowledge about themselves, self-esteem and supporting them to develop appropriate social relationships. They will also learn the skills they need to keep them safe in relationships and online.

### Citizenship –Volunteering

Volunteering is about choosing to give time to help people, the community or society, the environment or animals. The student's volunteering must not be done for a business but can be undertaken for a charity or not-for-profit organisation. This is the Duke of Edinburgh definition.

All students will have access to at least one volunteering session or opportunity including CBC learners. The links to Prevent include; students feeling connected to their communities and provides a really good opportunity to talk about behaviour and how it impacts on others, both positive and negative. It provides an opportunity to look at the rules around volunteering and link these to the rules around work, where this is appropriate.

### Functional Skills Curriculum

Functional Skills is delivered to all learners following all study programmes. We have worked hard to make Functional Skills more accessible and achievable for all of our learners and this has led us to develop a more differentiated and innovative curriculum offer.

Learners will have discreet Functional Skills sessions, where appropriate. Maths, English and Communication will be delivered by 2 of our FS tutors and will be based onsite using practical resources where possible. Functional Maths, English, ICT and communication will be embedded into a range of activities allowing us to utilise the resources fully, whilst providing a truly differentiated learning experience to all learners.

### Curriculum Design and Evaluation process

#### Pre-entry/Initial Assessment

- There is a lengthy pre-entry process of information gathering for each learner co-ordinated by the Transitions Team. The Admissions Officer then meets with curriculum managers to identify an initial proposed programme for each learner.

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**Baseline Assessment and Registration**

- The first 6-12 weeks of a learner's programme is an extended period of baseline assessment
- Learners are assessed across a range of criteria to establish entry level knowledge across 3 main areas; Communication, Behaviour & Independence.
- The baseline period culminates in a baseline summary report which feeds directly into the ILP, informing long term goals, core targets, therapy & support needs as well as curriculum design and specific accreditation routes.
- The Education team then share this information with the Admissions Officer to ensure funding bodies have the correct information
- The Education team will then register learners with the awarding body (the college Registration Policy should be used for guidance)

**Delivery**

- Tutors will identify which units they will be delivering in line with the accreditation plan drawn up by the Education team.
- We have a number of assignment briefs already written which can be used by tutors
- Where we wish to use a unit we do not yet have an assignment brief for, this should be written by the person(s) who will deliver the unit with support from curriculum managers
- The assignment brief will need to be internally verified by the appropriate manager to ensure it meets the awarding body's standards and assessment criteria

**Assessment**

- Tutors will assess students work; supporting documentation must be completed appropriately
- When a unit is completed the tutor will pass it to the PT who will identify it within the students file as completed.
- For Personal Progress students the PT will add a statement for the transcript
- The college Assessment Policy should be used for guidance

**Internal Verification**

- There will be an appropriate process of internal verification
- There will an appropriate and sufficient number of Internal Verifiers and Lead Internal Verifiers.
- Lead Internal Verifiers need to have successfully completed Edexcel's OSCA accreditation
- This will ensure that feedback from the IV process can be given in good time for implementing any required changes over the rest of the year.
- A unit does not have to be complete before internal verification can take place
- The college Internal Verification Policy should be used for guidance

**Quality Assurance**

- Quality assurance will be overseen by the Quality Nominee who will liaise with the awarding body and monitor all activity to ensure it complies with awarding body's standards
- Internal verification is an important tool of quality assurance and feedback should be clear and constructive to support continuous improvement
- Teaching observations are an important tool of quality assurance and will take place at least annually ( see College Observation Policy)
- Schemes of work, session plans and learner files will be audited regularly by the Head of Education.
- Edexcel check our quality by externally verifying a sample of work and via an annual Quality visit where they look at our policies and procedures.

**Standards of attainment**

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We carry out data analysis each year and use the data provided to find out how well students in our college are achieving, compared with students in similar colleges. We analyse the statistics to help answer the following questions:

- Do students perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able students doing, and do enough students achieve the higher levels?
- Can we identify any groups of students who may be underperforming?
- Can we identify any groups of students who are gifted and talented?
- Can we compare expectations and estimates with final results.

### Certification

- All completed units will be recorded on learner's front sheet at least termly by PT and keyworker with the learner
- The Education team will use this information in conjunction with IV records to identify claims for certification
- The Education team will pass this information to administration staff so that claims can be made to the awarding body within the approved timescales
- The Education team will audit certificates received against internal records
- The college Registration and certification Policy should be used for guidance

### Preparation for the future

Cambian Dilston College provides an appropriate curriculum for preparing students for further education, career choices and adult life. We aim to provide students with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. It arranges work experience and advice is given concerning further education opportunities.

### Enrichment opportunities

All students have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate during lunchtimes and after college. These reflect the talents and interests of the staff and students, while some will also involve the input and expertise of external specialists.

### Auditing our Curriculum, Teaching and Learning:

We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- How do we compare with similar colleges?
- What more should we aim to achieve?
- What must we do to make it happen?
- Self-evaluation and development is a critical part of the colleges managerial role and Tutors, care staff and managers will input into the development as well as students own feedback.

In Cambian Dilston College the most important role of teaching is to promote learning in order to raise students' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our college we take account of the evidence of students' learning, achievements and progress over time. When evaluating the quality of teaching in our college, we consider how successful the teaching is in promoting the learning, progress and personal development for every student by:

- extending the previous knowledge, skills and understanding of all students in a range of lessons and activities over time;
- enabling students to develop skills in reading, writing, communication and mathematics;

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- enthusing, engaging and motivating students to learn;
- using assessment and feedback to support learning and to help students know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for students of different abilities, including the most able and disabled students and those who have special educational needs, so that they can all learn well and make progress;
- enabling students to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage students to make good progress;
- managing instances of poor or disruptive behaviour.

All tutors are observed working with classes once or twice a year. The criteria that we use have been agreed by the senior management team, and are part of our teaching and learning policy. The Tutor and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the Tutor. The Vice Principal and Head of Education uses the information gained from this monitoring process to help identify common development points which can be addressed in the college's training programme for continuing professional development.

Direct observation **must** be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on students' learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the Tutor who has been observed;
- discussing with students the work they have done and their experience of teaching and learning over longer periods;
- discussing teaching and learning with staff;
- taking account of the views of students, parents/guardian/carers and carers, staff and placing authorities, where appropriate;
- taking account of the college's own evaluations of the quality of teaching and its impact on learning and
- scrutinising the standard of students' work, noting:
- how well and frequently marking and assessment are used to help students to improve their learning
- the level of challenge provided.

### Effective learning

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. Our Schemes of work are designed to bring the curriculum to life and are interpreted creatively by Tutors to inspire and challenge students. We ensure the best possible environment for learning by developing a positive atmosphere in which Students feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide small class sizes which ensure that each student's individual strengths, talents and aptitudes are nurtured and developed. All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- the teaching should build on previous learning ;
- the Tutor should explain the learning objectives, and why the lesson is important;
- it should allow students to see the links within learning;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the Students to build up their own understanding through various activities;
- it should allow opportunities for the Students to review what has been learnt;

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- it should have built-in opportunities for feedback to the Students, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. As outlined in the Assessment and Marking Policy, informal formative assessment takes place continuously in the classroom and comprises of:

- well understood learning objectives which are shared with the Students
- sharing or creating learning outcomes with the Students to make them partners in their learning;
- plenaries being used as assessment opportunities:
- effective Tutor questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to Students;
- individual target setting: SMART (specific, measureable, assessable, realistic and given in time);
- Students understanding how well they are doing and how they can improve.

### Effective Planning

The curriculum must be seen as the major component of a student's education that, together with the pastoral care and the co-curricular activities offered, helps students to develop a wide range of key and transferable skills so that they leave Insert name of college equipped to become valuable members of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm and love for learning, intellectual curiosity, creativity, personal growth and development. When teaching we focus on motivating the Students and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the college curriculum plan to guide our teaching. This sets out the aims, objectives and values of the college and details what is to be taught to each year group. We base our teaching on our knowledge of the Students' level of attainment. Tutors make ongoing assessments of each Student's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their Students. Our prime focus is to develop further the knowledge and skills of the Students. We strive to ensure that all tasks set are appropriate to each Student's level of ability.

When planning work for Students with special educational needs we give due regard to information and targets contained in the Students' Personal Learning Programmes. Tutors modify teaching and learning as appropriate for Students with disabilities. We value each individual as a unique individual, and Tutors are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our Students, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our Students, and we believe that their work here at Insert name of college is of the highest possible standard. We set academic targets for the Students in each academic year and we share these targets with Students and their parents/guardian/carers. We review the progress of each Student at the end of term. Our lessons have clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the Students' work. We evaluate all lessons so that we can modify and improve our teaching in the future

### Young people with Additional and Special Educational Needs and Disabilities (SEND): The curriculum and the work of the Teaching and Learning personnel

Our curriculum is designed to provide access and opportunity for all young people in the College. If an individual has a special need, our college complies with all legislative and best practice requirements to meet these individual needs.

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The college provides an Individual Educational Plan (IEP) for each of the young people who access the college.

**Students with an Educational Healthcare Plan (EHCP) - please also refer to our *Special Educational Needs and Disabilities Policy***

Should a Student be in receipt of a EHCP, we will provide an education that meets their needs as specified by their EHCP.

**English as an Additional Language (EAL)**

We are committed to providing Students with the necessary support and teaching who require English as an additional language. To this end there is a policy in place and established practices implemented by the college.

**Concerns and complaints**

Parents/guardian/carers who have concerns about any aspect of the curriculum should discuss these with the Principal. The College has a Complaints Procedure in place, which is on the website or available from Reception at the college.

This Policy will be reviewed annually.

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