

Curriculum Policy

Teaching and Learning

Cambian Lufton College

Policy Author	Hannah Hastilow
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Next Review Date	August 2022
Version No	3
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:	Date:

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 2021

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 the curriculum at Lufton College is to prepare our students for adulthood by developing independence, supporting inclusion within communities, and providing vocational pathways to employment. Where appropriate, this is underpinned by an accredited learning outcome, depending on the students' need, ability and aspirations.

5.2 The curriculum at Lufton College is comprised of five key areas:

Core: To provide the functional literacy, numeracy and ICT skills required for independent living in adulthood, and for further study and/or employment. Core skills are embedded across all subject areas as part of all education delivery, ensuring these critical skills are continuously reinforced.

Accredited delivery: City & Guilds Functional Skills English and Maths, ASDAN ICT

Planning for Employment: To provide opportunities for future career planning, and access to vocational learning, work placement and enterprise projects. Vocational areas include Land based, Catering, Enterprise, and internal and external work experience placements.

Accredited delivery: City & Guilds Skills for Working Life; City & Guilds Personal Progress; City & Guilds Certificate in Food Studies; ASDAN PSHE; and Flexibility to provide vocational qualifications according to individual needs

Independent Living Skills: To embed skills for life, work and community involvement within accommodations and in real-life situations, to increase students' confidence and skills. This includes developing an understanding of health, wellbeing, relationships, sex and online safety, including the PREVENT agenda.

Community Links: To develop confidence in the community, and embed a sense of responsible and active citizenship. This includes developing community projects and outdoor education.

Accredited delivery: Duke of Edinburgh Award – Bronze, Silver and Gold

Enrichment: 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.

5.3 Each of the five 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.

5.4 Each of the curriculum strands is designed to incorporate ongoing personal development, with skills and knowledge for adulthood reinforced across the waking day curriculum. An emphasis on individualised independent living skills

aims to establish personalised learning goals relevant to each students' outcomes, ensuring skills and knowledge are embedded in real-life contexts to support transitions into the community.

6. Curriculum Implementation: Baseline Assessment and Progress Tracking

- 6.1 The first half-term of the academic year will be focused on completing the Baseline Assessment tool. This will collate each students' strengths and areas for development in each of their subjects. These findings, along with outcomes listed in EHCPs, will be collated as part of a multi-disciplinary goal-setting meetings. Each student will be given a set of goals for each year of study, which will be reviewed termly.
- 6.2 Databridge will be utilised to track progress towards each students' goals. Education and Care staff will be able to 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 overseen by the Head of Education, Deputy Head of Education and Heads of Department. 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. City and Guilds and ASDAN 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, 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, and individual goals mapped against EHCP outcomes
 - Destinations review for leavers
- 8.2 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/guardian/carers 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.