

**Cambian Dilston College
Whole College Curriculum Policy**

Policy Written By:	Michael Kennedy
Ratified by Regional Lead:	Naseem Ahktar
Date Implemented:	31 st January 2022
Next Review Date:	3 rd September 2022

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 school.

Related Documents:

- SEND Policy and Informative Report
- Positive Behaviour Policy
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)
- Assessment 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

The Regional Lead for Education, in their capacity for college governance, acting on behalf of 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 three years 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.

Date:

Date:

Zahida Hammond

Andrew Sutherland

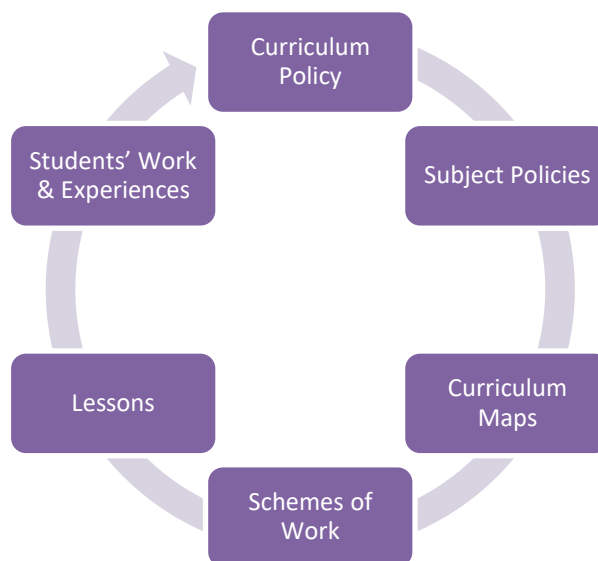
Principal, Cambian Group

Proprietor, Cambian Group

Cambian Dilston College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Cambian Dilston College's Curriculum Overview

How does our curriculum all link together?



Curriculum Policy

The policy which outlines the whole college approach to the curriculum design. It maps the curriculum rationale, overall intent, implementation & impact. It also shows how personal development is delivered across the curriculum.

Subject Policies

Subject policies link directly to the overall curriculum policy and outline the subject's rationale, intent, implementation and impact of each subject area. It also includes how personal development is delivered within their subject area.

Curriculum Maps

Curriculum maps outline the subjects' long-term plans to deliver the desired curriculum intentions. The maps demonstrate how the curriculum is designed in a logical sequence of learning, allowing students to build on prior learning from their individual starting points.

Schemes of Learning

Schemes of learning link directly with the curriculum map, providing detailed medium-term plans that outline the learning intentions of specific units to ensure they are carefully considered to build on prior learning. Opportunities to read and nurture student character and personal development are embedded into our curriculum.

Lesson Delivery

Lesson delivery link with the schemes of work and is further differentiated to meet the needs of students with autism and complex needs, with a wide range of ability. Lessons focus on students' learning, alongside embedding their EHCP, with the ability to review targets every lesson.

Student's Work and Learning Experience

The student's work and the ability to recall learning is the outcome of a well-planned and carefully designed curriculum. Student's learning is enhanced through tutor assessment, learning recaps, feedback and capturing student voice as well as opportunities to foster personal development.

Cambian Dilston College's Curriculum Rationale

Cambian Dilston College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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 students 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. 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.

Intent:

- 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 in preparation for adulthood.
- 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
- Encourage students to take up opportunities to **access work-related activities or work experience**.
- Build upon skills learnt and qualifications achieved in their previous placements, bridge any gaps to learning and improve functional literacy/numeracy skills

The curriculum is designed to embed learning through delivering learning in a logical sequence allowing students to make connections and build on prior knowledge, embedding learning in their long-term memories. Curriculum content is revisited and tutors continuously check understanding and clarify misconceptions.

Cambian Dilston College is fully inclusive, allowing students to access a broad and balanced range of learning activities that nurture personal development and student's character. Students have opportunities to develop their special interests and talents through a personal development curriculum, which provides experiences that stretch beyond the classroom walls and actively promote spiritual, moral, social and cultural development.

The curriculum extends beyond the college day and into evening for our residential students where they enjoy learning opportunities that foster social interaction and team building. Every moment in the day is considered a learning opportunity for our students. Life in their homes provides students with the chance to develop social skills, undertake independent living skills that prepare them well for adulthood.

Our Curriculum Implementation

Cambian Dilston College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The curriculum offers vocational subjects, functional skills English, Mathematics, ICT with work experience opportunities, as well as a range of other subjects. Enrichment is embedded within the curriculum.

The range of subject areas includes:

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

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 teaching sessions from 9 am – 4 pm, 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 Communication and Behaviour curriculum meets 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. 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.

The curriculum enables individuals to:

- Provide personalised opportunities for learners to make informed and structured choices during community activities.
- Develop knowledge and skills for accessing communication venues and public facilities.
- Provide opportunities to develop Functional Skills
- Build relationships through communication
- 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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ILS curriculum

The Independent Living Skills curriculum supports learners for independent or supported community living. This is achieved by not only looking at the skills required to interact positively in the community but also the skills required to successfully transition out of college. For all learners this will involve identifying long term future destinations.

The curriculum enables individuals to:

- the development of life skills e.g. preparing meals, budgeting, travel training and safe community access
- the 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 includes a sensory garden. Learners who have been identified as needing a sensory strand in their curriculum are referred in consultation with key staff.

The curriculum enables individuals to:

- Develop specific communication, cognition and social communication skills as outlined in the Foundation Learning Curriculum.
- Support access to learning and engagement so they can make meaningful contact, feel comfortable in particular situations, and able to bear proximity to other people.
- Support and feed into other college curriculum areas by supporting personalised learning styles, barriers to learning and suggest strategies for engagement and accessibility.

Functional Skills Curriculum

Functional Skills is delivered to all learners following all study programmes. We have made Functional Skills more accessible and achievable for all of our learners.

Learners will have Functional Skills embedded across a range of subjects and experiences either sign posted or discreetly. Mathematics, English and Communication will be delivered by 2 of our FS tutors and will be based onsite using practical resources where possible. Functional Mathematics, 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.

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Citizenship –Volunteering

Students give time to help people, the community or society, the environment or animals. Student's volunteering must be for a charity or not-for-profit organisation. This accessed through the 'Duke of Edinburgh'

All students will have access to at least one volunteering session/experience or opportunities with flexibility at its heart. Students feel 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.

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 Prevent and the law.

Session linked to Prevent and safeguarding support students in developing knowledge to support them in the future. They will also learn the skills they need to keep them safe in relationships and online.

Assessment and Accreditation

Baseline Assessment and Registration

- The first 6 weeks of a learner's programme is an extended period of baseline assessment with initial assessments, diagnostic assessments, through work and observations using a holistic approach.
- 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)

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 is an appropriate process of internal verification by Internal Verifiers and Lead Internal Verifiers.
- Lead Internal Verifiers need to have successfully completed Edexcel's OSCA accreditation

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- Feedback from the IV process must 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 is overseen by the Quality Nominee who liaises with the awarding body and monitors 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 take place throughout the year (see College Observation Policy)
- Schemes of work, session plans and learner files are 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

We carry out progress reviews each term 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 evidence of progress against each students targets and where appropriate, agree and share intervention plans to address underperformance.

Certification

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

Personal Development at Cambian Dilston College

At Cambian Dilston College, we place as much emphasis of the academic achievements of our students as we do on their personal development. We see personal development as a key component of students' future success. Skills such as communication, interaction and socialising are essential life skills that our curriculum aims to develop as they move through their educational journey.

We are uniquely placed to deliver a strong personal development curriculum across the 24-hour curriculum and see every moment as a learning opportunity.

Our personal development curriculum intentions are for every student to:

- Develop into **respectful and responsible citizens** that become activity involved in public life as adults.
- Develop their character, showing **increased confidence, resilience and independence.**
- Have opportunities to **enrich their spiritual, moral, social and cultural development.**
- Be able to **distinguish right from wrong** and to respect the civil and criminal law of England.
- Be increasingly **well prepared for adulthood** and the next stage of their education.
- Have opportunities and experiences in society that **promote British values** so that they are prepared for life in modern Britain.

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- Show **tolerance and harmony between different cultures** and acquire an appreciation and respect for their own and other cultures and beliefs, including regard for the protected characteristics set out in the Equality Act 2010.
- Have the opportunity to **develop and stretch their talents** and interest and will make good use of these.
- Have opportunities to take part in a **wide range of extra-curricular activities**.
- To **participate in a careers programme** that will develop a clear understanding of employment opportunities so that students have a skills and knowledge to make choices about their future adult life.
- To manage and **contribute to social situations** in different environments to develop students' character and personal development.
- Show **positive attitudes to learning** and take responsibility for their behaviour for learning.

Our personal development intentions will be implemented by:

- A **structured Personal Development curriculum**, in which students have the opportunity to experience a wide range of extra-curricular activities aimed at developing talents and interests.
- Exposure to a **range of external visitors**, aimed at expanding their awareness of the wider world, public services, career opportunities and different faiths and cultures.
- Carefully **planned themed events**, designed to explore key issues and promote personal development, SMSC and British values.
- **Opportunities for healthy debates and discussions**, developing students' knowledge, as well as their speaking and listening skills.
- A wide **range of trips**, exposing students to different experiences, environments and places.
- Every subject explores opportunities for students to experience for personal development through **SMSC, British values and social and emotional growth**.
- Providing all students with a **stable careers programme**, in line with the Gatsby Benchmarks, that allows students to gain knowledge of the labour market, learning about different careers, providing experiences of workplaces, personal guidance and encounters with employers and employees.
- Delivering a strong PSHE curriculum, at every key stage, that provides age-related topics, focused on the Living in the Wider World, **Health, Well-being and Sex and Relationships Education**.
- A **college council** in which student members act on behalf on their peers and actively contribute to the college's ongoing development.
- Providing students with a wealth of **extra curricular activities** that enrich learning.

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Spiritual, Moral, Social and Cultural Development (SMSC)

This policy statement and the declared values of the college are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development (SMSC). Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

Cambian Dilston College, the spiritual, moral, social and cultural development of students forms the foundation on which learning is enriched. Personal development is not designed to be a standalone strand, but is embedded in everything staff do, across education and care.

Intent:

- 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 college 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**,
- encourage **respect for democracy** and support for participation in the democratic processes.

Implementation:

SMSC is embedded into the education and care curriculum through the following ways (although not an exhaustive list):

- A strong and effective **PSHCE curriculum**, providing opportunities to explore a wide range of SMSC topics.
- A curriculum that **celebrates diversity** e.g. Food Technology exploring a range of cultures.
- **Themed events** that focus on different cultures, traditions and religions.
- A personal development afternoon, providing **opportunity to socialise**.
- **Opportunities to support the local community**, providing opportunity to develop a students' moral compass.
- Cook nights, in the residential homes, **explores foods from different cultures**.

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Sex and Relationship Education

At Cambian Dilston College, we place great importance on preparing our students for adulthood and see our Sex and Relationship (SRE) curriculum as a key part of their journey. To embrace the challenges of their futures, we aim to give students the tools they need to create happy and successful adult lives, empowering them to make informed choices about their health and well-being. SRE forms an essential part of the college's PSHE curriculum, but also supported by bespoke programmes and display board information.

Cambian Dilston College is mindful of how we deliver effective SRE to our students with SEND, and ensure that a high level of personalised planning is involved in the delivery of lessons. We are aware that some students, may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We are also aware that some curriculum content may need to be tailored and adapted to meet the specific needs of students at different developmental stages. Cambian Dilston College ensures that the delivery of SRE is done in a sensitive, age-appropriate and developmentally appropriate way, in reference to the law.

Fundamental to our SRE approach, is teaching students respect for themselves and others. Further to this, the intention of our SRE curriculum is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

Further intentions include:

- Healthy relationships between families, including parental, children and marriage
- Respectful relationships, including friendships
- Online relationships, including social media
- Teaching the risks associated with online relationships and harmful online content
- Staying safe in relationships, including the rule of law
- Intimate and sexual relationships, including sexual health
- Physical health and mental well-being
- Changing adolescent body
- Basic first aid

Further detail about our Sex and Relationships Education is available in our SRE policy, and our PSHE policy and curriculum documents.

Curriculum Impact

What is the overall impact of our Curriculum?

The overall impact aim of our curriculum is;

- Ensure students make outstanding progress from their individual starting points, taking in consideration their educational journey prior to this and their special educational needs.
- Students are able to meaningfully participate in society and are ready for the next stage of their education by the end of their placement.
- Students will be able to achieve this with increasing independence and confidence as a result of high-quality education and pastoral care.
- Students will make significant progress towards their EHCP outcomes because these are a constant focus that underpins the curriculum approach.

How do subject tutors know students are making progress?

Subject tutors will use a range of formative and summative assessments in order to assess the progress students are making through the curriculum. Formative assessment will be conducted in the following ways:

- Tutor assessment of student worksheet / products / outputs
- Capturing student voice

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- Learning recaps
- Questioning and clarifying misconceptions
- Photographic evidence

Summative assessment will be conducted in the following ways:

- Evidence portfolios
- Qualification outcomes

How does Cambian Dilston College measure behaviour for learning?

Student's behaviours for learning have a direct impact on the progress they will make, their ability to learn and retain knowledge. Students are supported to learn what positive behaviour for learning looks like by reinforcing expectations and celebrating successes. Tutors will evaluate behaviour for learning and upload a behaviour for learning grade (1-4) after every session.

Safeguarding in the Curriculum

Safeguarding is of paramount importance being everyone's responsibility. It forms the most important building block on how our curriculum is delivered. The curriculum ensures the safety and well-being of students is embedded throughout.

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, prevent our learners becoming involved in extremism and continually promote British values and SMSC. 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.
- 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.
- 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)
- know who they can report concerns to, or ask for help.
- 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.

Our college:

- leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities.
- educates our students on healthy friendships/relationships, peer on peer abuse, sexual harassment, acceptable behaviours and supports students to learn appropriate behaviour
- enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the students appreciate racial and cultural diversity and avoid and resist racism
- ensures that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enables students to develop their self-knowledge, self-esteem and self-confidence
- encourages students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life

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- provides students with a broad general knowledge of public institutions and services in England
- assists students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- encourages students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- precludes the promotion of partisan political views in the teaching of any subject in the college and ensuring students are aware of political issues through a balanced presentation of opposing views. **Teachers must ensure they do not promote any partisan political view during their conduct or teaching. If they hear the promotion of a partisan political view they should present an opposing and balanced view. If a staff member feels that pupils are at risk of being radicalised, they must report to appropriate manager structure or DSL.**

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