

Cambian Dilston College

CURRICULUM – Teaching and Learning Policy

Policy Author:	Karen Bell
Ratified by Regional Lead:	Naseem Ahktar
Dame Implemented:	14 th December 2022
Next Review Date:	14 th December 2023
Reviewed By:	Marie Flatman

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:

- Vocational Curriculum Policy, Assessment, Recording and Reporting Policy, Differentiation Policy,
- Educational Visits and Off-Site Activities Policy, English as an Additional Language Policy,
- Special educational Needs and Disability (SEND) and Inclusion Policies
- 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

1. Monitoring and Review:

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

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.

Date: December 2022



Marie Flatman

Principal, Cambian Dilston College



Andrew Sutherland

Representative, Proprietor- Cambian Group

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2. Terminology

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

Terminology	Definition
'Establishment' or 'Location.	This is a generic term which means the Young Persons college. Cambian Dilston College is an establishment for young people.
Individual	Meaning any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Dilston College, we have students attending and/or residing between the ages of 16 to 25-years of age.
Service Head or Head of Service	This is the senior person with overall responsibility for the Location. At Cambian Dilston College, this is the Principal who is Marie Flatman.
Key Worker	Members of staff that have special responsibility for Individuals who are residing at or attending the establishment.
Parent, Carer, Guardian	Means parent or person with Parental Responsibility.
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body who is responsible for inspecting and regulating services. At Cambian Dilston College, this is Ofsted/CQC.
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency who is responsible placing the young person or commissioning the service
Staff Member	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
SEN	Special Education Needs (SEN)

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3. Legal

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

4. Dilston College Values

Ethos and Vision

Imagine the joy and excitement of learning in a vibrant, well-structured learning environment where each student's individual strengths, talents and aptitudes are nurtured and developed. Cambian Dilston is an inclusive college which strives to provide a first-class education that encourages students to think independently and to develop their full intellectual, creative and physical potential. The college will provide an environment in which all its members feel safe, valued and respected. Behaviour that undermines the happy environment that is such a hallmark of college life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted.

By knowing every student socially, emotionally and academically, we can employ strategies and practices giving the opportunity for each student will flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future and to become confident, accomplished and ambitious young adults. Staff are equipped with detailed knowledge of individual abilities and talents that enables them to monitor students' progress very attentively, and help them cope successfully with the educational and personal challenges of college life.

The national curriculum is just one element in the education of every individual. It provides students with an introduction to the essential knowledge that they need to be educated citizens. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider college curriculum.

Student Profile

Our college provides for those with autism, moderate and severe learning disabilities, communication difficulties, as well as other needs or diagnoses, including mental health, ADHD and ADD. Most of our young people are referred to us and funded through the local authorities, however parental enquiries are also accepted. Our age range is between 16 and 25 years of age, success at Dilston will be subject to a Statement of Special Educational Needs or an Education Health Care Plan (EHCP).

Transition Support

We carefully manage the transition of our students throughout the college and also in preparing students for further education. Cambian Dilston College are especially careful in ensuring that transitions for young people with SEND are fully prepared at each stage both internally and externally. Preparing for the future provides an appropriate curriculum for preparing students for life after college. We aim to provide students with insights into work experience, entry routes and further education that they can access after college.

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Intent:

- Offer a broad and individualised curriculum for each learner, tailored to meet their developmental needs both within and beyond Dilston life.
- Facilitate the development of independent living skills through 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.
- Encourage students to access work-related activities or work experience.
- Build upon skills learnt and qualifications achieved in their provisions placements and bridge any gaps in their learning to improve their functional literacy and numeracy skills.
- Use assessment feedback to review how students are engaging with their curriculum and enforce positive changes to their learning.
- 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.

Values

Cambian Dilston College is fully inclusive is founded on the recognition of the unique worth and importance of each student, this ensures that no student is anonymous or unsupported. The close relationship between teachers, students and parents/carers/guardians ensures that students' strengths are built upon and needs for their individual development addressed.

Our college curriculum is underpinned by the values of inclusivity, allowing students to access a broad and balanced range of learning activities that nurture personal development and individual character. Students have opportunities to develop their special interest and talents through a personalised curriculum, which provides experiences that stretch beyond the classroom and actively promote spiritual, moral, social and cultural development.

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 they may consider possible. Our objective is that learners should leave fulfilled, enthusiastic, self-disciplined and fully confident to meet the increasingly difficult challenges of life.

Entry to programmes of study is, regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the College aims to make the curriculum accessible to all students as far as is reasonably practicable. The College has a policy for Special Educational Needs and Disabilities, and an Accessibility Plan which are available to parents/carers on request.

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5. Curriculum Intent and Overview

Cambian Dilston College's curriculum extends beyond the college day and into the 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. Education within the home, provides students with the chance to develop social skills, undertake independent living skills and prepare them for life after college.

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

Each of the areas of the curriculum are delivered in accordance with student 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.

The curriculum at Dilston College is comprised of the following areas:

Literacy and Numeracy

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

Resilience Curriculum

The resilience curriculum at Dilston 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 learners to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues, including awareness of the risks of online harassment and the PREVENT agenda. In addition, this area of the curriculum includes our Transitions programme, providing targeted support for students to reflect on their journeys at Dilston College and move on to their destinations successfully. This curriculum is underpinned by accredited outcomes through AQA unit awards, depending on the needs and intended outcomes for each student.

Planning for Employment

Dilston College's planning for employment department is intended to develop skills for future career planning, provide access to vocational learning, and work placements, as part of the employability strand of preparing for adulthood. The curriculum will incorporate the skills valued in the world of work, including effective communication, problem solving and collaboration. In addition, placements and vocational training will have the flexibility to be informed by local labour market information. This area of the curriculum supports the achievement of EHCP outcomes relating to future employment and/or meaningful contributions to the community through participation within a range of activities. We are aspirational for our students to develop skills needed for the workplace, and to provide them with choices in line with their interests and aspirations.

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This curriculum area is underpinned by accredited outcomes through either City & Guilds Skills for Working Life; City & Guilds Personal Progress; and Flexibility to provide vocational qualifications according to individual needs.

Enterprise

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 creative 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.

Independent Living Skills

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

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

The Independent Living Skills curriculum includes five key units:

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

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

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Enrichment

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

6. Curriculum Implementation: Baseline Assessment and Progress Tracking

Upon arriving at Dilston College, new students will undertake a baseline assessment period in the first three-weeks of the relevant academic term. This baseline assessment is comprised of two assessment tools, one for the resilience curriculum. This assessment tool will assess the following:

- Communication
- Personal Development
- Literacy and 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 who are working with the student. Staff will agree a skill rating for each area of the baseline assessment tool. This will be reviewed through a multi-disciplinary team (MDT) meeting following the completion of the baseline period.

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

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

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

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

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

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

- I. The delivery of our curriculum is designed to meet the needs of students with complex communication and behavioural difficulties. This is a highly structured adaptive programme which develops and reinforces student's behaviours, communication, social awareness and functional skills. The curriculum is based on 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 the assessment required to complete the programme.

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.
 - Building confidence through the use of a total communication approach, according to individual students' needs.
 - Effective collaboration with support staff to help all students achieve.
 - Promotion of self-awareness and reflection on own performance or behaviour, 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.
- II. Quality assurance will be scrutinised by the Head of Education, Regional Education lead, Heads of Department and multiple stakeholders as well as commissioned external experts. The quality of education delivery is monitored through the use of a Quality Assurance cycle, scheduling quality activities throughout the year. These include lesson observation and tutor supervisions, as well as self-assessment and governance reports, and training and development opportunities. The Quality Assurance Cycle is dynamically reviewed throughout the year in order to respond to themes and feedback.
 - III. 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 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 and training development to ensure the best outcomes for students.

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8. Curriculum Impact

The impact of the curriculum will be assessed through the year as defined in the Education Quality Assurance Cycle, and collated as part of the annual self-assessment report. The impact will be demonstrated through the following measurements.

- Achievement of accredited learning outcomes e.g. achievement City & Guilds Personal Progress
 - Achievement of, or progress towards, unaccredited learning outcomes in individual learning plans, and mapped against EHCP outcomes.
 - Destinations review for leavers to be conducted twice annually.
 - Quality review of specific areas of the curriculum, e.g. review of Planning for Employment curriculum area.
- I. Where accredited outcomes have been identified for students, teaching staff will be allocated to deliver this in line with the curriculum of staffing structure. A Head of Department will also be allocated to ensure managerial oversight of the delivery of qualification units. Staff will be required to demonstrate in their schemes of work where assessment outcomes will be delivered and assessed, and ensure all initial assessments are carried out in the first half term following the allocation of units to individual students.
 - II. Accredited outcomes will be subject to regular internal moderation deadlines, where qualification evidence is required to be submitted for quality review by Head of Education or Head of Department. 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 to assessment outcomes and share themes from assessment moderation and feedback.
 - III. Students' reports will provide data on partial or full achievement of student's goals, which will be reviewed on a termly basis to highlight any issues preventing progress for individual students. This data is drawn from Databridge and all evidence uploaded to Databridge. This process will be subject to regular quality reviews by the education management team. All staff are expected to adhere to quality guidance around recording progress towards goals to ensure this information is as accurate as possible.
 - IV. 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.

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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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