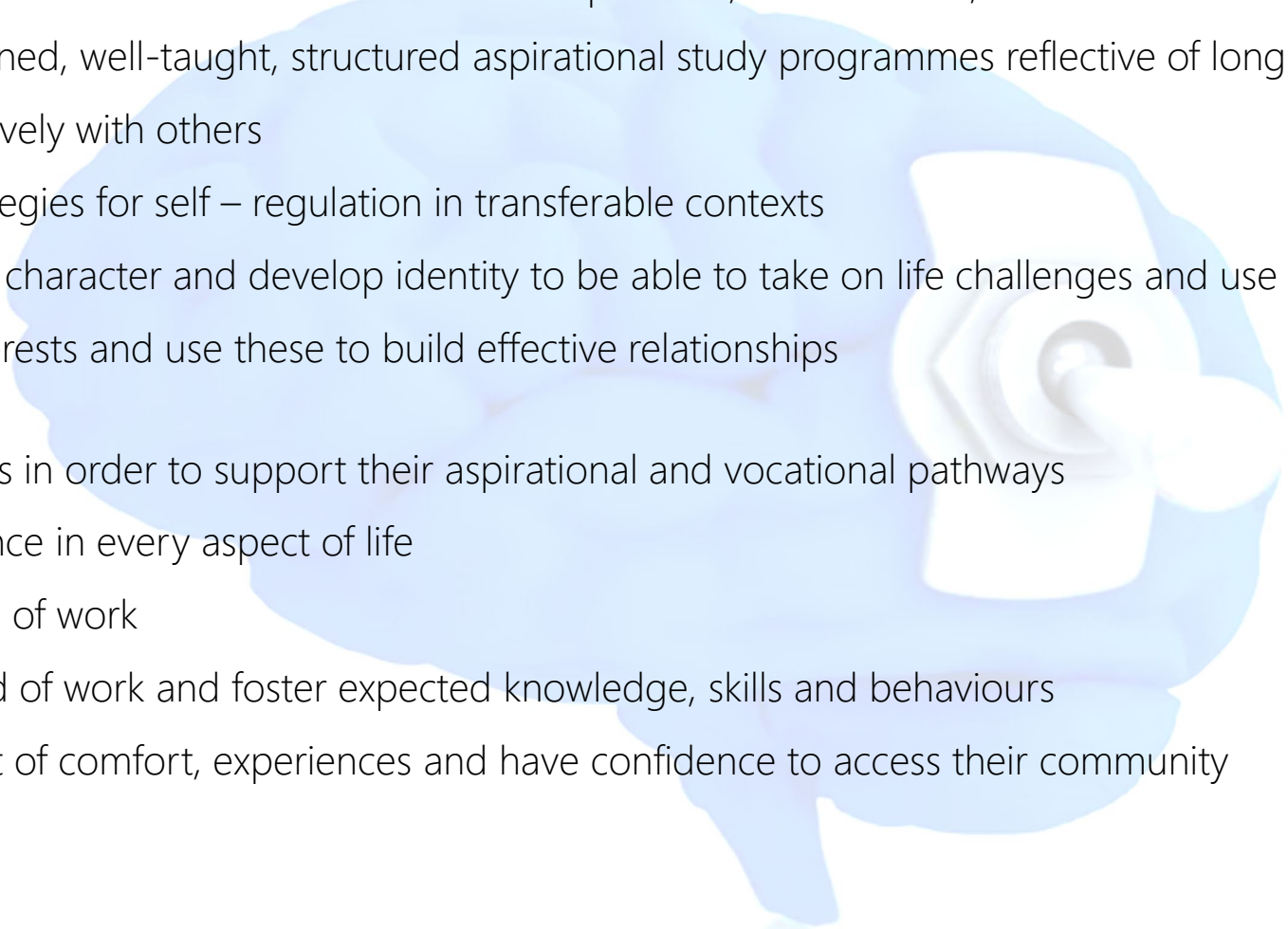


Curriculum Principles  
Intent

For Students to:

- 
- B**e effectively prepared for adulthood and become independent, self-sufficient, resilient and informed citizens
  - E**xperience well-planned, well-taught, structured aspirational study programmes reflective of long term EHCP goals and ambitions
  - C**ommunicate effectively with others
  - O**btain and use strategies for self – regulation in transferable contexts
  - M**aintain strength of character and develop identity to be able to take on life challenges and use them for personal development
  - E**xplore personal interests and use these to build effective relationships
  - A**chieve qualifications in order to support their aspirational and vocational pathways
  - D**evelop independence in every aspect of life
  - E**xperience the world of work
  - P**repare for the world of work and foster expected knowledge, skills and behaviours
  - T**ake part in new, out of comfort, experiences and have confidence to access their community

## Curriculum Principles Why and what

### ASC and evidence informed practice

- ✓ For students to have productive, independence-led and anxiety-free educational and vocational experiences
- ✓ For staff to facilitate experience of education, which follows principles of SPELL effectively and consistently
- ✓ For consistent and research rich approach to educating ASC students

### Independence building through education

- ✓ To foster development of metacognitive and self-regulation skills, knowledge and behaviours in students
- ✓ For changing students' mindsets around independence
- ✓ For breaking down the barriers of reaching 'personal bests'

### Therapeutic environments for learning

- ✓ For students to have optimal conditions for learning in a nurturing and therapy informed practice
- ✓ For staff to facilitate these conditions with confidence and competence
- ✓ For students to self-manage learning and emotional regulation

### Holistic approaches

- ✓ For a LINKED approach to educating and developing young people
- ✓ For a holistically acute strategic approach of assisting students in overcoming barriers and harnessing their potential, both academic and personal
- ✓ Multidisciplinary outlook informed by perspectives from education, care and clinical expertise

## Preparation for Adulthood

### Personal Development

#### Why

- ✓ To increase self-awareness
- ✓ To increase awareness of others and how they relate to us
- ✓ To increase self-esteem
- ✓ To develop own critical thinking skills
- ✓ To gain a better understanding of the world around us

#### What is studied

- ✓ Subjects are led by student EHCP needs and wants and include:
- ✓ Relationships
- ✓ Personal safety
- ✓ Respecting ourselves and others
- ✓ Physical and mental health
- ✓ Awareness of media
- ✓ Religions
- ✓ Factors for personal and emotional growth

#### How often

- ✓ 1 – 2hrs a week

#### Accreditation & Progression

- ✓ Progression towards becoming an empowered and informed adult, equipped with skills, knowledge and behaviours to be successful in life

### Preparation for Employment

#### Why

- ✓ To inspire and instil the value of working
- ✓ To develop dedication to a chosen career pathway
- ✓ To develop soft and hard employability skills, knowledge and behaviours
- ✓ To explore the world of work and find your way round employability rights and responsibilities
- ✓ To build and maintain effective relationships at work

#### What is studied

- ✓ Becoming aspirational about employment
- ✓ Making motivating career choices
- ✓ Developing employability skills, behaviours and knowledge for a chosen career pathway
- ✓ Effective communication in the world of work
- ✓ Promoting yourself in the world of work
- ✓ Independence at work
- ✓ Interview techniques
- ✓ Practicalities of being employed
- ✓ Assertiveness

#### How often

- ✓ 1 – 2hrs a week

#### Accreditation & Progression

- ✓ Entry 3 – Level 2 Award in Work Skills

### Next Steps

#### Why

- ✓ To enable opportunities for bespoke facilitation of personal development and reinforcement of all areas of the PFA framework
- ✓ To address and meet EHCP outcomes in a way that's most relevant to student abilities, needs, aspirations and ambitions

#### What is studied

- ✓ All areas of the PFA framework as prescribed by their EHCPs and emerging needs, wishes and aspirations
- ✓ Personal action planning and informed decision making for now and then
- ✓ Practical skills for adulthood such as independent living skills, driving theory, personal safety etc..

#### How often

- ✓ 1 – 2hrs a week, on a One to One basis

#### Accreditation & Progression

- ✓ Progression towards becoming an empowered and informed adult, equipped with skills, knowledge and behaviours to be successful in life

### Work Experience

#### Why

- ✓ To enable opportunities for access to the world of work
- ✓ To apply employability skills in a practical context of work experience, volunteering or community action
- ✓ To develop appreciation for the value of working and contributing to society
- ✓ To 'taste' the world of work in any possible context, even if it is not related to a chosen career pathway yet
- ✓ To break down barriers to accessing employment

#### What is studied

- ✓ Practical access to the world of work
- ✓ Internal and external work experience
- ✓ Volunteering
- ✓ Community access and action
- ✓ Career guidance
- ✓ Career Fairs (internal and external)
- ✓ Employability Days (3)

#### How often

- ✓ Bespoke to needs and aspiration
- ✓ Minimum of 5hrs each term and 10hrs of external work experience annually

#### Accreditation & Progression

- ✓ Progression towards becoming an empowered and informed adult, equipped with skills, knowledge and behaviours to be successful in life

Academic development

Level 2 Academic Study

Subjects

- ✓ AQA GCSE English Language
- ✓ AQA GCSE Maths
- ✓ AQA GCSE History
- ✓ AQA GCSE Art and Design (Photography)
- ✓ AQA Project qualifications
- ✓ Unit Awards

Assessment

- ✓ Written assessments
- ✓ 2-3 exam papers

How often

- ✓ 4 – 5 hours a week of formal instruction
- ✓ 2-3 hours a week of Study focus sessions

Progression pathways

- ✓ Level 3 vocational or academic study

Level 3 Academic Study

Subjects

- ✓ AQA AS/A-Level Psychology
- ✓ AQA AS/A-Level History
- ✓ AQA AS/AL Maths
- ✓ AQA Project qualifications
- ✓ Unit Awards

Assessment

- ✓ Written assessments
- ✓ Practical assessments
- ✓ 2-3 exam papers

How often

- ✓ 4 – 6 hours a week of formal instruction
- ✓ 2-3 hours a week of Study focus sessions

Progression pathways

- ✓ Further Level 3 academic study
- ✓ Employment
- ✓ University education

Academic skills development

Subjects

- ✓ All examined and non-examined subjects
- ✓ Structured Study Focus sessions
- ✓ Next Steps
- ✓ Unit Award Scheme Certificates in chosen subjects
- ✓ Mock assessments
- ✓ 'Exam Wrapper' sessions
- ✓ Exam technique timetabled workshops
- ✓ Progress 'check ins'
- ✓ 'Bitesize Uni'

Assessment

- ✓ No formal assessment
- ✓ Skills and knowledge applied in academic subjects
- ✓ AQA Project qualifications at Level 1/2/3

How often

- ✓ 1 hours of Study Smart a week of formal instruction
- ✓ 2-3 hours a week of Study focus sessions

Progression pathways

- ✓ Further study
- ✓ Employment
- ✓ University education

## Vocational development

### Vocational Study

#### Subjects

- ✓ Edexcel Functional Skills: English and Maths – Entry 3, Level 1 and 2
- ✓ Ascentis Essential Digital Skills – Entry 3 and Level 1
- ✓ OCR Cambridge Nationals in Child Development – Level 1 and 2
- ✓ OCR Cambridge Nationals in Health and Social care – Level 1 and Level 2
- ✓ Ascentis Certificate in Supporting Learning – Level 2 (not this year)
- ✓ Food Hygiene Certificate – Level 2
- ✓ First Aid Certificate (including Paediatric First Aid)
- ✓ Unit Awards
- ✓ Ascentis Level 1 & 2 -Progression
- ✓ Ascentis - Award in work skills L1 and 2

#### Assessment

- ✓ Written assessments
- ✓ 2 exam papers
- ✓ Practical assessments
- ✓ Portfolio of evidence

#### How often

- ✓ 1-3 hours a week of formal instruction
- ✓ 2-3 hours a week of Study focus sessions

#### Progression pathways

- ✓ Level 3 vocational or academic study (external or internal – depending on the chosen subject)
- ✓ Employment

\*To be confirmed

### Vocational skills development

#### Subjects

- ✓ All examined and non-examined subjects
- ✓ PFA curriculum offer: PFE, PD, Next Steps
- ✓ Enrichment activities
- ✓ Work experience

#### Assessment

- ✓ No formal assessment
- ✓ Skills and knowledge applied across the curriculum

## Personal development through enrichment

### Why

- ✓ Enrichment activities have a unique role in empowering young people with the skills, confidence, self-esteem and awareness they need to be lifelong learners and engaged citizens
- ✓ To provide learning not solely for knowledge and competencies, but also developing the life skills that enable students to make good decisions and positive contributions in every aspect of their lives.
- ✓ Developing skills such as health and fitness, essential skills, including confidence, creativity and critical thinking, and developing a social purpose and sense of belonging
- ✓ Promote a sense of inclusion and empowering student to 'break into' the social world with confidence

### How often

- ✓ 1 full timetabled day each half term
- ✓ Weekly opportunities
- ✓ 'Drop in' opportunities
- ✓ Lunchtime clubs
- ✓ Community clubs

### Subjects

- ✓ Duke of Edinburgh – Bronze and Silver
- ✓ Community projects
- ✓ Horticulture
- ✓ Mindfulness in nature
- ✓ Themed events – national (e.g. World Mental Health Day or Children in Need)
- ✓ Themed enrichment days
- ✓ Subject related trips
- ✓ College trips
- ✓ Music
- ✓ Culinary events
- ✓ External/ guest speakers
- ✓ Themed competitions
- ✓ Outdoor Activity Centre Visits
- ✓ Annual Enrichment Week
- ✓ Charity Fundraisers
- ✓ Student council
- ✓ Weekly Social Hub (external and internal)
- ✓ Wellbeing walks
- ✓ Character building workshops (ASC and Key Life Competencies)

## Entry requirements for qualifications

### Entry requirements

- ✓ GCSEs - No entry requirements however, alignment of pathway to aspirations is considered and Level 1 qualifications form a solid foundation for GCSEs
- ✓ AS levels/AS Levels/ Level 3 course – students should have a minimum of grade 5 in English and Maths and ideally a Level 2 qualification in a related subject to the one they choose to study at Level 3. If such criteria is not met, students can be offered a bridging year to close the gap and best prepare them for Level 3 study (\*to be discussed case by case)
- ✓ Level 2 vocational course – No entry requirements however, sufficient knowledge and skills in English and/or Maths is required and can be studied alongside the chosen qualification
- ✓ EPQ – All EPQs require a foundation of academic skill demonstrated by a range of GCSEs (English will be required specifically)

### What to do if I haven't got the desirable entry qualifications

- ✓ Speak to admissions
- ✓ 'Bridging year' can be offered to help build foundations for future success

