

# Cambian Wing College Curriculum

Curriculum Policy 2026-2027

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### Cambian Wing College Curriculum 2627

<b>INTENT</b>	<b>Vision</b>	All students have the right to access individualised, bespoke and holistic personalised learning, which will enable them to successfully contribute and thrive in the community in which they reside and achieve successful outcomes regardless of their starting point.										
	<b>Key vision themes</b>	To empower, promote self-advocacy, independence and resilience in learning and life										
	<b>Values/Ethos</b>	Respect, Empathy & Kindness, Positivity & Gratitude, Responsibility, Perseverance, Integrity										
	<b>Implementation values (STEP)</b>	Empowering, Innovative, Friendly, Positive, Person-Centered										
	<b>Pathways</b>	Foundation					Further Learning					
	<b>Core elements</b>	Core learning (accredited and non-accredited learning; academic and vocational, PFA) Projects (AQA Units, Community projects and Formal Project Qualifications) Experiences & Exploration (work experience, enrichment, DofE)										
	<b>Aims</b>	Enable a learning environment to develop self-awareness, self-regulation, resilience and sense of achievement		Provide inclusive, high quality, rich and meaningful educational and occupational experiences			Build meaningful relationships, based on effective communication, kindness, empathy and mutual respect		Advocate decision making and be empowered to gain independence in life and work		Plan for future by investing in the present	
	<b>Skills for life</b>	Character		Communication		Collaboration	Creativity	Critical thinking		Resourcefulness		
	<b>IMPLEMENTATION</b>	<b>Inspiring contexts</b>	Purposeful and inclusive learning spaces		Community access	Music studio	Cooking room		Therapeutic studio and chill room		Farm and community gardens	
<b>Engagement approaches</b>		Partnership working	High expectations and high support	Bespoke engagement plans	Reviews	Trauma informed practice	Mentoring and coaching	Personalised and adapted learning and experiences (timetabling)	Positive Behaviour Support	Responsive and adaptive practice	Home visits	
<b>Areas of need</b>		Communication & Interaction		Cognition & Learning		Social, emotional and mental health		Sensory and/or Physical		Learning difficulty and/or disability		
<b>Research frameworks</b>		SPELL		STEP		Metacognition & Growth mindset		Cognitive science		SEND Code of Practice and Professional Code of conduct		

	<b>Curriculum</b>	Functional Skills	Digital skills	GCSEs	Project qualifications	A-Levels	Community Learning and projects	AQA Unit Awards	Cambridge Nationals	Cooking, Food Hygiene,	PFA (PD, NS, PFE, work experience)	Enrichment Drop Down
		Music	Farm	Volunteering	First Aid		Outdoor activity centers		Charity events		Duke of Edinburgh	
	<b>Academic/therapy underpinned coaching</b>	Zones of regulation and sensory ladders			'Feel Empowered' programme		Self-advocacy workshops		Personal and character building workshops		Tutorials and mentoring	
	<b>Assessment</b>	Admissions assessment	Subject Baselines	Initial assessment	EHCP outcome tracking		Progress spotlights	Progress check ins	Mocks	Formal exams	PFA trackers	
	<b>IMPACT</b>	<b>Positive outcomes (bespoke)</b>	Excellent attendance	Excellent effort	Confidence	Progress in EHCP outcomes	Motivation to learn	Achieving qualifications and accreditation	Broadening interests and horizons	Maintaining relationships	Community engagement	Successful transition to next stages in life
	<b>Evaluation and monitoring</b>	Student voice and feedback - council		Self-evaluation	Quality assurance cycles (internal and external)		Parent voice	Moderations	Continuous professional learning	Strategic future planning		

# What's the Vision?

## Cambian Wing College Vision

All students have the right to access individualised, bespoke and holistic personalised learning, which will enable them to successfully contribute and thrive in the community in which they reside and achieve successful outcomes regardless of their starting point.

## Curriculum vision

The vision for our curriculum and a dedicated professional community is to awaken the enjoyment and sense of achievement that education and personal development activities bring about. We aspire to achieve this by students engaging in growth and character strength needed for independent and fulfilled adulthood.

## Curriculum intent

- **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 goals (EHCP and non-EHCP) 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 accreditation and progress 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 zone, experiences and have confidence to access their community following British Values

## Cambian Wing College Values:

1. **Respect** – To show respect towards others (physically and emotionally) and to the environment
2. **Empathy & Kindness** – To show to others through the development of social communication skills
3. **Positivity & Gratitude** – To develop a growth mindset
4. **Responsibility** – To develop personal accountability and a sense of responsibility by cultivating metacognitive awareness in learning
5. **Perseverance** – To strive to achieve personal best – academically, vocationally and in emerging key life competencies
6. **Integrity** – To have an honest approach and hold yourself to high expectations both socially and in your personal development



# What informs our curriculum approach

## Research Frameworks

- o EEF – Metacognition and self-regulated learning
- o Carol Dweck – Mindset theory
- o Rosenshein's Principles of Instruction
- o Dylan William et al. – Assessment for learning
- o EEF – Independent learners
- o Bloom's taxonomy
- o NAS – SPELL
- o Autism Education Trust
- o SEND Code of Practice
- o Cognitive science – effects on learning
- o Total communication models

## STEP Framework

STEP is an acronym and stands for the following:

- o S = Sensory Supportive
- o T = Totally Inclusive
- o E = Enabling
- o P= Positive Personal Progression



## STEP values

**Empowering** - empowers young people by enabling them to have their voices heard, make sustainable change and experience a meaningful journey in our care.; staff are empowered to enhance their skills using a framework that offers opportunities to develop their skills in specific areas.

**Innovative** - working in innovative, creative and person-centered ways to ensure our young people live, learn, thrive and engage in supportive sensory environments.

**Friendly** - seeks to ensure that staff are engaging, kind and friendly using language that cares to include young people in all that we do.

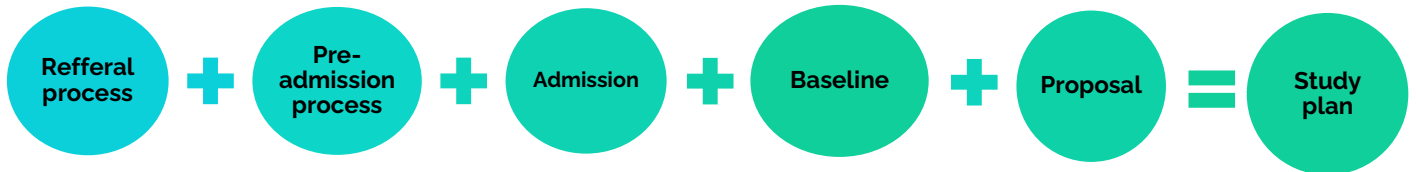
**Positive** - The ethos of STEP encourages a positive staff culture that enables them to make a sustainable difference every day. Young people will thrive off feeling included in and part of a positive environment.

**Person Centered** - STEP provides staff with a clear outline of their roles and responsibilities helping to shape specific person-centered care throughout its three stages. This is supported using an outcome measurement tool which holds the young person at the heart of all we do.



# How we plan and implement our curriculum

- Planning the bespoke study programmes



At the Referral Process stage, we holistically (all teams) review:

- EHCP needs and suitability
- Student background
- Previous achievements and achievements in progress
- Aspirations
- Current curriculum alignment and possibilities of aligning aspirations to further curriculum development

At the Pre-admission stage we holistically (all teams) review:

- EHCP needs and suitability – updates
- Actual qualifications
- Baseline assessments in core skills
- Preparation of the curriculum (involving wider teams of subject specialists or sourcing of the appropriate curriculum aspects)
- Study programme is communicated with the student and others involved in their journey
- Staff training (pedagogy and student focus)

At Admission stage we holistically (all teams) review:

- Accuracy of all information (gathered prior to admission) informing the study programme – rereview
- Goals and aspirations
- Alignment of aspiration, need and study programme

## And then....

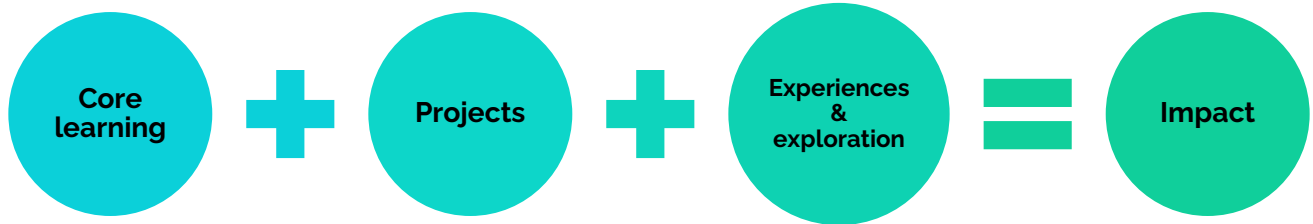
- Students are offered highly bespoke and individualised study programmes to support them to achieve their personal development, academic, vocational and personal development aspirations as well as to meet their EHCP outcomes and personal goals
- Teachers, facilitators and leaders of learning, plan the curriculum sequentially so it is relevant to student aspirations and starting points. They continuously review and monitor this aspect to ensure that the curriculum is always responsive to student need
- The curriculum is implemented through a combination of 30 sessions a week differing in length, from 45 to 55mins, with relevant breaks to aid an enhanced focus on learning and provide learning experiences that do not overload our students cognitively. These are held either on college premises and/or in the community or residential homes (STEP). For the Foundation Pathway (FP) 4 out of 5 learning days take place in the community and their residential homes; for the Further Learning Pathway (FLP), the majority of sessions take place on the College premises or in community, depending on the subjects and work experience placements
- When scheduled to be on college premises, students are required to attend college in line with their bespoke timetables. Most students attend from 9:15 till 4pm, although this aspect is individualised for some students and is dependent on their individual profiles
- Each student is assigned an education tutor/key person who oversees their education, progress, development and wellbeing and is the main point of contact between stakeholders (LINK aspect of the SPELL framework).
- Fundamental to supporting students' goals and outcomes, each study programme has a strong element of explicit and implicit instruction in preparing for adulthood and employability in a sensory supportive environment (S in STEP)
- Explicit instruction for Preparation for Adulthood (PFA) for example, occurs through a carefully designed and bespoke programme titled Next Steps (delivered on an individual basis), where students' learning is clearly aligned with their need and their EHCP goals.
- Preparation for Employment (PFE) and Personal Development sessions are also a strong element of explicit preparation for adulthood, together with work experience, First Aid and Food Hygiene courses.

- Implicit instruction of PFA skills, knowledge and behaviours underpins every teaching session as well as the entire time that students are exposed to environment at CWC and in community This takes place through role modelling, metacognitive talk and instruction and indirect and direct input, which is at the centre of enhancing students' sense of self and achievement and enabling them to thrive
- Sessions are planned and delivered with adapted pedagogy at the centre of excellent practice, expertise and experience in the subject field.
- Ongoing adaptation is informed by the progress students make and any changes in their presentation, enhanced through holistic and proactive analysis by the team around the student
- Students' progress is measured through a variety of assessment for/of/as learning methods (formative and summative) and always informs further practice and instruction
- Decisions about when to progress students are always based on the security of students' understanding and their readiness to progress to the next stage as their curriculum is planned sequentially and builds on previously explored knowledge, skills and behaviours
- Students who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content in the curriculum. Those who are not sufficiently fluent yet with earlier material, consolidate their understanding, including additional practice and scaffolds, before moving on. Curriculum is planned sequentially with tailored supportive strategies in mind
- Student representatives regularly attend the Student Voice meetings. Student reps volunteer and are chosen democratically across the student cohort, promoting and exposing students to British Values in practice. All sessions, formal and informal aim to promote democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We implement our curriculum in a way that promotes a sense of belonging, inclusivity and centrality of student voice.




# Core elements & Pathways

To ensure an authentically bespoke nature of the curriculum, we ensure that every programme has core elements:



These elements are adapted depending on the bespoke curriculum pathway:

- Foundation
- Further Learning

Pathway	Core learning	Projects	Experiences and exploration
Foundation	Ascentis Step Up qualifications Functional Skills in English and Maths – Entry levels AQA Unit Awards Preparation for Adulthood – Next steps & Personal Development Preparation for employment First Aid certificate Food Hygiene Certificate	AQA Unit awards in a subject area of choice	Community integration Fitness activities Volunteering Work experience
Further learning	Academic and vocational qualifications at Entry 3 – Level 3 – see Curriculum Offer 2627 Preparation for Adulthood *See curriculum offer for 2627 for more detail  CURRICULUM OFFER 26.27 (ASC and MLD).	AQA Project qualifications – FPQ/HPQ/EPQ	Duke of Edinburgh Fitness in community Volunteering Work experience Community engagement projects



# What we aspire for our students to achieve

We are ambitious about our student progress and wish for them to be bold and realistic in establishing their goals and aspirations. EVERY GOAL OR ASPIRATION IS LISTENED TO!

## Progressing students through the curriculum

- Student progress is of high importance to us and we ensure that the implementation of the curriculum maximises and prioritises student progress by adopting most suitable pedagogical methods and creating safe learning environments. We recognise that to make progress students need to have a level of challenge and so ensure that teachers and professional alike provide a supportive environment where challenges are commonplace, normalised and are perceived as learning opportunities.
- We recognise that students may have barriers to making sustainable progress (such as reoccurring mental health difficulties for example) however, we believe that, despite this, our curriculum must remain ambitious and expectations high, so that progress can be maximised and barriers can be broken by an expert led approach and student motivation for change.
- We use a 5-point scale to provide indication of progress for our students in their curriculum. The scale moves from a high level of interdependence in learning to a high level of independence in learning and ability to transfer learnt knowledge, acquired skills and behaviours into a variety of contexts relevant to adulthood.
- We aspire for our students to take full ownership and accountability of the progress they are making therefore teaching pedagogy aims at maximising independence in learning and accountability for academic, social and vocational performance. To formalise this ethos, students engage in Progress Check Ins – formally -students review their progress every six weeks during progress weeks (setting and monitoring their own targets) and every twelve weeks they have a formal appointment with their education tutors, where a holistic approach is taken through a reflective dialogue on academic, social, vocational personal and EHCP progress.
- All teachers and professionals monitor student progress through the curriculum outside the formal Progress Check Ins on an ongoing basis and we

work holistically, with students too, to ensure that optimal conditions are created for maximum impact on progress. Curriculum impact is only possible if progress is made.

## **At CWC we believe that the impact of the curriculum is life changing:**

- Increased access to education, engagement with the curriculum and community
- Meeting and exceeding EHCP and personal development outcomes
- A range of qualifications, knowledge, skills and behaviours increasing employability opportunities
- Metacognitive knowledge of self and transferability of this into life experiences
- Developed behaviours for lifelong learning
- Feeling and being prepared to access next stages in life
- Realistic chances of employment
- Decreased barriers to learning and further personal and vocational development
- Increased self confidence in voicing one's views
- Newly found and explored interests, broadened intellectual and social horizons and cultural capital
- Increased access to the community and engagement in society through boosting employability potential
- Increased sense of self through achievement - Positive Mental Health Outcomes – enhanced sense of self and achievement
- Secure knowledge, skills and application of socially expected behaviours
- Established purpose and belonging to wider communities and valuable contribution to society
- Established knowledge and skills and cultural capital in adulthood
- Experience of enjoyment associated with learning experiences and education in general
- Increased knowledge and understanding of British Values and the spiritual, moral, cultural, mental and physical development
- Increased access to the community and engagement in society
- Experience of exposure to the best that has been thought and said
- Becoming informed, well-rounded, responsible and independent, fully-functional adults in society
- Developed ability to transfer and apply key life competencies (teamwork, problem solving, leadership skills, work ethic, research and analytical skills, Initiative, creativity, good communication, manners, decision making, organisation, commitment, flexibility, time management, reliability, enthusiasm, self-motivation, working under pressure) to life beyond the College



# Curriculum Pathways on display

Curriculum elements	Pathways *Both pathways have a range of experiences/explorations of similar nature, tailored to each student need	
	Foundation (FP)	Further Learning (FLP)
Intent and impact	Prioritizing functional life skills, literacy and numeracy for daily independence, and social-emotional development. The focus is on practical, real-world application, breaking complex skills into smaller, manageable steps	Combining the FP, the FLP pathway elevates education experiences to higher level learning and personal development with a similar, bespoke aim of independence and empowerment
Structure	<ol style="list-style-type: none"> <li>1. Functional Academics</li> <li>2. Independent Living &amp; Life Skills</li> <li>3. Personal Management</li> <li>4. Community Integration</li> <li>5. Personal &amp; Social Development (Communication, emotional regulation, relationships)</li> <li>6. Employability &amp; Pre-Vocational Skills (vocational readiness and training)</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic and Vocational qualifications</li> <li>2. Preparation for adulthood – employment, personal development</li> <li>3. Enrichment</li> <li>4. Community engagement</li> </ol>
Destinations	<p>Voluntary or paid employment Progression in learning and daily living</p>	<p>Voluntary or paid employment Higher education Further education – adult courses</p>
Core learning	<p>AQA Unit Awards Pre-entry to Entry level 3 First Aid Certificate Food Hygiene Certificate Functional Skills in Maths and English Pre-entry to Entry Level 3 Personal development Next steps</p>	<p>Vocational Certificates Level 1 &amp; 2 GCSEs A-Levels External college provision Functional Skills in Maths and English Entry 3 -Level 2 Duke of Edinburgh</p>
Projects	<p style="text-align: center;">C</p> <p>Community learning and projects accredited through AQA Unit Awards at Pre-entry to Entry Level 3</p>	<p>Project qualifications Level 1 and 2 and 3 AQA Unit Awards at Level 1 to Level 3</p>



# Sample study programme – Foundation Learning Pathway

*This is a sample plan; all study programmes are bespoke to student need and may look different to the one here as they all reflect student goals and aspirations.*

		Monday	Tuesday	Wednesday	Thursday	Friday	
Foundation Learning Sample Study Programme	1 9:15-9:25	Personal organisation skills Ho use	Personal organisation skills Ho use	Personal organisation skills Ho use	Personal organisation skills Ho use	Tutorial/ Personal development	CW C
	2 9:25-10:10	Number skills in community Off site	English skills in community Off site	Personal interest project (AQA Units) Ho use	Next steps (EHCP focus) Ho use	Core learning - English qualification	CW C
	<b>Transition</b>						
	3 10:20-11:10	Number skills in community Off site	Numeracy skills in community Off site	Core learning - Personal development Ho use	Food Hygiene Certificate Level1 Ho use	Project learning - Personal Project (AQA Units)	CW C
	<b>Break</b>						
	4 11:25-12:10	Lunch preparation Ho use	Lunch preparation Ho use	Lunch preparation Ho use	Lunch preparation Ho use	Lunch preparation Ho use	Project learning - AQA Unit Awards (in subject, skills of own interest) CW C
	<b>Lunch</b>						
5 13:10-14:00	Food Hygiene Certificate Level1 Ho use	Work related learning or experience Off site	Fitness in community Off site	Work related learning or experience Off site	Vocational learning/First Aid qualification/Enrichment/Health	CW C	
<b>Transition</b>							
6 14:10-15:00	Work experience diary Ho use	Work related learning or experience Off site	Fitness in community Off site	Work related learning or experience Off site	Vocational learning/PFE/Enrichment/Health	CW C	
<b>Break</b>							
7 15:15-15:55	Personal interest project (AQA Units) Ho use	Self-regulation Ho use	Fitness in community Off site	Personal interest project (AQA Units) Ho use	Vocational learning/PFE/Enrichment/Health	CW C	



# Sample study programme – Further Learning Pathway

*This is a sample plan; all study programmes are bespoke to student need and may look different to the one here as they all reflect student goals and aspirations.*

		Monday	Tuesday	Wednesday	Thursday	Friday
Further Learning Pathway Sample Study Programme	1 9:15-9:25	Tutorial Valentina/Dom Room 2				
	2 9:25-10:10	Core learning - Functional Skills Level 2 Simon R4	Core learning -Functional Skills Level 2 Simon R4	Core learning -GCSE Graphic Design Yr2 Jen AR	Core learning - Cooking Ben FT	Project learning - AQA project qualification in chosen subject AR
	<b>Transition</b>					
	3 10:20-11:10	Core learning - Personal Development Sue R5	Snack box (OT skills in practice) FT	Core learning - GCSE Graphic Design Yr2 Jen AR	Core learning -Cooking Ben FT	Project learning - Taught skills - AQA project qualification in chosen subject AR
	<b>Break</b>					
	4 11:25-12:10	Core learning -GCSE Graphic Design Yr2 Study Focus R5	Snack box (OT skills in practice) FT	First Aid Certificate Antonio ICT	Project learning - AQA project qualification in chosen subject AR	Food Hygiene Certificate FT
	<b>Lunch</b>					
5 13:10-14:00	Core learning - Preperation for Employment Sam R5	Core learning -GCSE Graphic Design Yr2 Jen AR	Core learning- Functional Skills Level 2 Study focus R3	Core learning - Preperation for employment Sam R5	Functional Skills Level 2 Study focus R2	
<b>Transition</b>						
6 14:10-15:00	Experiences and exploration - Duke of Edinburgh Award Silver ICT	Core learning - GCSE Graphic Design Yr2 Jen AR	Core learning -Next Steps Sai R7	GCSE Graphic Design Yr2 Jen AR	Experiences and exploration - Work experience/ Swimming offsite	
<b>Break</b>						
7 15:15-15:55	Experiences and exploration - Duke of Edinburgh Award Silver ICT	Core learning - Functional Skills Level 2 Simon R4	Core learning - Functional Skills Level 2 Simon R4	GCSE Graphic Design Yr2 Study focus AR	Experiences and exploration - Work experience/ Swimming offsite	