



Curriculum Policy

Introduction

Trinity Specialist College provides education for students aged from 18 to 25 years, all of whom have moderate to severe multiple learning difficulties and/or have ASC. Trinity Specialist College seeks to provide a curriculum that is varied and is flexible enough to meet the varied needs of the students, while also fulfilling statutory requirements.

The college will ensure that students continue to develop functional literacy, numeracy and communication skills as an ongoing pre-requisite of their development. It will foster creativity and develop essential life skills, including healthy life choices and physical activity. It will afford students the opportunity to engage with the community, work towards accredited certificates, experience work placement opportunities and further develop their social skills. The underpinning ethos behind curriculum development will be the drive to promote independence and, where ability allows, facilitate the move towards employment opportunities and the potential for independent or semi-independent living.

Trinity Specialist College will promote an effective and individualised curriculum that supports all of our students.

To this end we aim:

- To recognise the individual needs and talents of each student and to facilitate development of their intellectual, moral, physical, social, and creative capabilities.
- To prepare each student for his/her future life by developing the age appropriate skills and abilities essential to independent adult living, acknowledging for many, the sheltered nature this may imply.
- To promote a caring and stimulating environment that gives positive encouragement to all, and which recognises and values the contributions of all its members equally.
- To develop independence, self-confidence, self-respect, responsibility and self-reliance, together with an awareness of and sensitivity to the needs of others.

Reviewed: Feb 2016
Review date: Feb 2019

- To encourage involvement and provide support for parents, carers and professionals and to act as a source of information and guidance for everyone working with these young adults.
- To promote understanding and positive attitude towards our students by the community, and by our students to the community.
- To monitor standards of student achievement and the quality of teaching and to recognise and record the achievements of all students equally.
- To set achievable but challenging targets that promotes an aspirational ethos of continual improvement.
- To measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each student achieves his or her fullest potential.
- To encourage students to develop a healthy lifestyle.
- To develop positive approaches to behaviour that allows learning to take place.
- To promote an individualised, differentiated curriculum for all students.

Curriculum Entitlement

- At Trinity Specialist College there is an emphasis on adulthood and a work related curriculum, designed to allow all students to access different kinds of work experiences and age appropriate skills.
- Access to suitably accredited courses at all levels and abilities.
- Provision of individualised behaviour support plans to meet the needs of students for whom behaviour is central to successful curriculum access.
- In addition, all students are provided with opportunities to acquire, develop, practise and apply and extend their skills in a range of contexts across the curriculum. These skills are considered integral to life and learning and essential to the successful transition to adulthood.

They include:-

- Communication
- Numeracy
- Literacy
- ASDAN accredited courses
- Social and PSHE skills
- Work place opportunities
- Enterprise activities
- Creative awareness and development

Reviewed: Feb 2016
Review date: Feb 2019

- Sensory stimulation and engagement
- Travel training
- Enrichment activities

Curriculum Delivery

- The precise mix of elements from these core areas is dependent upon the individual student and provides a student-centred personalised curriculum according to assessed need and ability.
- Delivery of these aims is achieved through the curriculum described above together with access to accredited certificates, awards and diplomas through our chosen awarding body, ASDAN.

ASDAN:

- ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life. They offer nationally recognised qualifications which provide a modular framework of activities to develop and accredit independent living and personal skills for youngsters with MLD, SLD and PMLD. The activities relate to statutory programmes of study for young adults, and are complemented by activities contributing to the skills of adult living.
- Every course is designed to develop learners' personal, transferable and employability skills through an engaging and challenging curriculum of activities, leading to a certificate of achievement. They range in duration from 10 hours to 150 hours.
- Facilities within the local community are used extensively for providing the settings for practical application of everyday skills.
- These programmes of study are further complemented by access to work place opportunities both on and off site.
- As well as offering a variety of ASDAN Short Courses, Trinity Specialist College currently runs four main ASDAN courses designed to cater for a range of ability levels:

ASDAN – Towards Independence:

Towards Independence provides a framework of activities through which personal, social and independence skills can be developed and accredited for those with severe learning difficulties (SLD) and profound multiple learning difficulties (PMLD).

Towards Independence offers formal recognition for small steps of achievement towards a larger goal. Modules can be used separately and accumulated to build a record of personal achievement.

Personal Progress:

The Entry 1 qualifications in Personal Progress are approved qualifications, eligible for use in Foundation Learning provision. They are made up of units which can be broadly divided into the following areas: Literacy/Numeracy/IT; Independent Living Skills; Personal Development; Community Participation; Preparation for Work; Units Particularly Accessible for Learners with PMLD.

The qualifications have been developed for learners working between P Levels 1-8 and Entry 1 to have their achievements recognised within a qualification framework.

Life Skills Diploma:

This is also a nationally recognised qualification which provides a modular framework of activities for skill development. The Diplomas in Life Skills are QCF qualifications based around the development of personal, social and employability skills. The Entry Level Diplomas in Life Skills sit within Foundation Learning and are aimed at learners pre- and post-16 years, working at Entry level 1, 2 or 3.

Employability:

Employability is a nationally recognised qualification, fully approved by Ofqual in England and by the relevant regulatory bodies for use in Wales, Northern Ireland and Scotland. The Entry 2, Entry 3 and Level 1 qualifications are intended for young people and adults who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale. They are fully approved for Foundation Learning.

Transition Stage

- At the final stage of the Trinity Specialist College Curriculum the focus is on preparation for leaving the college.
- Content continues to be flexible, addressed through the curriculum and via a number of accredited courses, but the opportunities for 'experience of work' and social inclusion within the community becomes a priority.
- Increased work experience links are chosen to reflect the needs of the students and also to provide opportunities to learn skills not currently offered at Trinity Specialist College e.g. animal care.

Multi-disciplinary curriculum input:

For those students with therapeutic and/or medical priority needs that are central to their learning and quality of life, curriculum provision is enhanced through the use of visiting professionals from a range of disciplines. This integral element enhances students readiness and ability to learn through the following ways:

- Supporting the accurate identification and assessment of individual needs in language and communication.
- Positioning students so they learn effectively
- Helping students to maintain good posture, appropriate muscle tone and ease of movement, and encouraging the development, refinement or maintenance of skills in independent mobility.
- Helping students to manage eating and drinking.
- Promoting relaxation and support to help students manage stress and anxiety.
- Promoting students autonomy and independence through the use of specialist aids and equipment.

Curriculum Plans:

These provide information on the management of each subject, its delivery and the style of assessment.

- Long term plans: These indicate how content and skills in each key area and programme of study are covered.
- Medium-term plans: These define intended learning outcomes for units of work, assessment and recording opportunities.

Reviewed: Feb 2016
Review date: Feb 2019

- Short term plans: These break down the learning objectives into individual lesson plans.

Curriculum Monitoring:

Systematic monitoring and evaluation of the curriculum is carried out to help staff identify clear priorities to curriculum development and gather evidence for review. Monitoring can take the form of formal lesson observations and informal 'walkthroughs'.

Review:

- This policy will be reviewed every three years or in light of any statutory changes.