



## Curriculum Policy

### Introduction

Trinity Specialist College provides education for students aged from 19 to 25 years, all of whom have moderate to severe multiple learning difficulties and/or have Autism Spectrum Condition. Trinity Specialist College provides a curriculum that is individualised and is flexible enough to meet the varied needs of the students, while also fulfilling statutory requirements.

### Transition

Students, parents and carers will agree a transition plan that suits the needs of the individual. The transition plan will include an opportunity to meet students and familiarise themselves with the environment.

### Initial and Baseline Assessment

When starting at the Trinity Specialist College, students may be assessed in one or more of the following areas:

- Communication/Interaction
- Speaking and Listening
- Cognition/Learning
- Social/Emotional/Mental Health
- Sensory
- Physical
- Physiotherapy
- Health/Wellbeing
- Independent Living Skills
- Employability Skills
- Behaviour
- English/Reading/Writing
- Maths

- ICT

### **Goal Setting**

The curriculum will be adapted and timetable planned to suit individual's long and medium term goals. Targets will be achieved through a range of learning experiences and work-related activities that relate to:

- Employment
- Independent Living
- Friends, Relationships and Community
- Good Health

### **Timetable**

Students will receive an individualised timetable that includes a range of experiences at different locations.

### **Progress**

During everyday college life staff will ensure that individuals know what they do well, where they need to improve, and how the experience prepares them for their next stage of learning and life after College in order to participate in society, promote independence and maximise the potential for independent or semi independent living.

Progress is monitored and student targets are reviewed on a half termly basis and termly reports are provided at the end of every term.

### **English and Maths**

Trinity Specialist College will ensure that students continue to develop functional English and maths as an ongoing pre-requisite of their development. Teaching strategies are tailored to individual need and learning styles. There is an opportunity to complete accreditation in English and maths skills that further develop skills in particular areas.

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 talents and needs of each student and to facilitate development of their communication, interaction, cognitive skills, social skills,

emotional awareness, mental health, sensory, physical, health and wellbeing and independent living skills, behaviour 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 supported 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, self reliance and resilience, together with an awareness of and sensitivity to the needs of others.
- 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 learning.
- 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 Preparing for Adulthood and building on strengths and interests surrounding Employment, Independent Living, Community Inclusion and Health. The curriculum is designed to allow all students to access different kinds of experiences and gain appropriate skills which may include

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.

### **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, ability and stated outcomes or destination.

### **Progress Monitoring**

The RARPA (Recognising and Recording Progress and Achievement) process is used to measure the progress and achievement of learners on non-accredited learning programmes. The six stages include

- Aims appropriate to an individual learner or groups of learners (clearly stated learning aims)
- Initial assessment to establish the learner's starting point
- Identification of appropriately challenging learning objectives: initial, renegotiated and revised
- Recognition and recording of progress and achievement during programme (formative assessment): teacher feedback to learners, learner reflection, progress reviews
- End-of-programme learner self-assessment; teacher summative assessment; review of overall progress and achievement
- Making informed choices about next steps in further learning or work

### **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, 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 linked with individual aspirations.

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 student's 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.

### **Speech and Language Therapy**

At Trinity Specialist College we believe that nothing is more important than clear communication. It is the key to unlocking potential and gives our students a voice, regardless of their needs or ability level.

We use qualified speech and language therapists from *West Midlands Independent Speech and Language Therapy Services* to provide ongoing, weekly support to all of our students.

### **Music Therapy**

Trinity Specialist College engages the services of a qualified Music Therapist from *Music Therapy Works*. The therapist works within the multi-agency team to assess emotional well-being, physical health, social functioning, communication abilities and cognitive skills through musical responses. The therapeutic process enables growth and development.

### **Physiotherapy**

Every student has different physical needs. At Trinity Specialist College we tailor a physiotherapy programme specific to individual needs and goals. The physiotherapy treatments on offer help to:

Trinity Specialist College works with Birmingham Community Healthcare Trust, bringing physiotherapy and occupational therapy services to those students requiring support.

- Increase muscle strength through strengthening and mobilisation exercises.
- Minimise abnormal patterns of movement through realignment and activation of muscles.
- Improve balance and mobility through assessment of different seating and mobility aids and postural re-education.
- Increase sensation through sensory stimulation.
- Reduce muscle stiffness, spasms and pain through stretching programmes.
- Reduce the risk of falls through balance work, gait re-education and training.

### **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, desktop observations and informal 'learning walks', Professional Development Reviews and Supervision.