Trinity Specialist College

Curriculum Policy

Policy reviewed	Dec 2019
Date for next review	Dec 2022
Signed by Chair of Trustees:	

Curriculum Policy

Introduction

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

The college will ensure that learners continue to develop functional English, maths 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 learners 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, if relevant to individual needs, 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 learners.

To this end we intend to:

- Take into account learners starting points and aspirations for the future.
- Recognise the individual needs and talents of each learner.
- Prepare each learner for their future life by developing skills and abilities.
- Sequence the curriculum so that learners can build on previous learning and develop the new knowledge and skills they need.
- Offer learners knowledge and skills that meet the needs of the local and regional context.
- Promote Careers, Information, Advice and Guidance and support for transition.
- Provide a caring and stimulating environment that gives positive encouragement to all, and which recognises and values the contributions of all its members equally.
- Engage and motivate learners by addressing a range of learning styles and needs.
- Provide enrichment opportunities that promote community engagement.

- Support and consolidate relevant knowledge and skills that map across to Education, Health and Care Plans.

- Relate to all areas of the Preparing for Adulthood outcomes.

- Link with therapies and healthcare professionals when required.

- Develop clear pathways for learning and progression.

- Provide learning opportunities in a range of contexts across the curriculum.

- Develop employment or enterprise skills.

- Provide ambitious and aspirational curriculum that supports personal development, interests and sensory needs.

- Develop relevant maths and English skills as appropriate for individuals.

- Build independence, confidence and self esteem.

- Recognise and record progress and achievement.

- Ensure accreditation is matched to skills, levels and abilities.

- Develop independence, self-confidence, self-respect, responsibility and self-reliance, together with an awareness of and sensitivity to the needs of others.

- Encourage involvement and provide support for parents, carers and professionals and to act as a source of information and guidance for everyone working with learners.

- Promote a positive attitude towards our learners by the community, and by our learners to the community.

- Monitor standards of learner achievement, the quality of teaching and to recognise and record the achievements of all learners equally.

- Set achievable but challenging targets that promote an aspirational ethos of continual improvement.

- Measure, assess and record the progress of each learner in a systematic way, enabling learners to achieve their fullest potential.

- Encourage learners to develop a healthy lifestyle.

- Develop positive approaches and support plans for behaviour in order to support learning and life.

- Promote an individualised, differentiated curriculum for all.

Curriculum Implementation

We will focus on the following factors when implementing the curriculum-

- Staff mandatory and subject specific knowledge training.
- Staff enable learners to understand key concepts, presenting information clearly and promoting discussion.
- The effective use of marking and learner feedback.
- Supporting individuals to apply learning consistently by considering strategies that support with memory.
- Staff sequence the curriculum so it is builds on prior knowledge and skills.
- Progress and assessment informs further teaching and outcome setting.

Curriculum Impact

This will be measured by

- Learning that has taken place and skills gained.
- Achieving accreditation or qualifcations.
- Progressing at pace that is relevant to individual need.
- Learners acquiring the knowledge, personal development, behaviour and skills they need to succeed in life.
- Work that is of a quality relevant to learner's needs and ability.
- Learners being ready for their next steps in education, employment or life.
- Learners moving on to their chosen destination.

Curriculum Entitlement

At Trinity Specialist College there are five curriculum pathways-

- Sensory Pathway for learners who wish to further develop independence skills and address sensory needs.
- Life and Living Pathway for learners who wish to further develop personal skills, independence, community access and interests.
- Independence Pathway for learners who wish to further develop skills linked to everyday life, community access and work based experience.
- Community Pathway for learners who wish to extend skills linked to everyday life, community access or voluntary work.
- Employability Pathway for learners who may wish to gain employment or undertake a Supported Internship.

Curriculum Pathway Breakdown-

Good Health		
• Physical • Sensory and Physical • Health and Wellbeing • Social, Emotional and Mental Health	Physical exercise Managing minor health needs e.g. asthma Articulating pain / health problems Obesity check Sex education Managing more complex health needs Understanding what the GP can help you with Annual health check with GP if registered Learning Disability Mental health and wellbeing Drug and alcohol education	Switching the screens off and getting a good night's sleep Taking responsibility for dental and optical appointments Managing own health Transition to adult health services Understanding relationships, including sexual relationships - choices, safety and good health Knowing when you need to see the GP Staying physically active and healthy Managing health appointments Celebrating achievement
Individualised Behaviour Support		

Independent Living		
• Travel training • Independent Living Skills	Eating and drinking Personal care (using the bathroom, getting dressed) Making choices Telling the time Paying in shops Cooking at college and home Understanding money – paying for snacks Shopping Moving around the college independently Travel training Transport and road signs Making decisions about what to spend money on Making own food Socialising	Managing bills (e.g. mobile phone) Managing potential income including Personal Independence Payments Managing your time Transition to adult care Being safe in your home Understanding different types of living arrangements - what arrangements are positive and possible for each learner Actively planning for future living arrangements with family, local authority etc. Arranging potential independent/supported living options Understanding correspondence/bills Continuing to develop independent living skills
Individualised Behaviour Support		

Friendsand Relationships		
• Online safety • Communication and Interaction • Prevent	Learning to be safe on and offline Making friends Friendships and relationships Developing new friendships Understanding bullying	Managing change Managing social media and other technology Online gaming and staying safe Understanding the bigger picture and building resilience
Individualised Behaviour Support		

Community		
• Equality and Diversity • British Values • Enrichment activities • Making Safeguarding Personal	Social interaction Visits / day trips Walking short distances alone or with support Being safe on the streets Understanding alcohol and drugs Understanding the criminal justice system Knowing where to go for help and how to use the emergency services	Accessing adult social care post 18 Maintaining friendships outside of an education setting Understanding relationships, including sexual relationships - choices, safety and good health Volunteering
Individualised Behaviour Support		

Employment		
• Employability Skills • Enterprise activities	Following instructions - consider any specifics around sensory impairment Adapting to new environments Real world visits (fire stations, farms etc.) Meeting role models Talk about different careers and education options Access to career related role models Start to build a personal profile of interests and ambitions College sessions from visitors on their careers Exploring different careers Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed	Vocational options Starting micro-enterprises Apprenticeships Supported internships Traineeships CV writing Interviewing Understanding support from the LA, e.g. do they have a supported employment service? Voluntary work Knowing how to access support from Job Centre post-education Paid work Understanding benefits Transferable skills
Individualised Behaviour Support		

Learning and Cognition	
• English • Maths • I.T • Accredited provision • Sensory engagement	GCSEs / NVQs / Entry level qualifications Future aspirations
Individualised Behaviour Support	

Curriculum Delivery

The precise mix of elements from these core areas is dependent upon the individual learner and provides a person-centred curriculum according to need and aspirations. Delivery of these aims is achieved through the curriculum described above together with access to accredited certificates.

Transition

Transition in to college–

- is planned pre-induction both in the learners current educational establishment and home environment. Collaborative work takes place with parents, carers, health professionals and therapists to ensure information gathering is maximised and is used to support the planning of the curriculum

- is a focus from the start and long term goals are planned against the Preparing for Adulthood Framework. Learners are encouraged to choose long term goals linked with Good Health, Independent Living, Friends, Relationships and Community and Employment.

Transition during college is-

- addressed through visits to supported living accommodation and other Colleges to support learners to make choices on their next steps.
- is addressed during Education, Health and Care Plan reviews that take place during the first term, at the end of year one, at the end of year two and at the end of year three (final college review).

Transition during daily activities-

- is managed by the use of short, appropriate, structure activities linked to individual need and self regulation skills.
- is supported by the use of visual timetables and as much preparation for the learner as possible including the use of social stories to address change to routine or environment.

Transition from college is-

- flexible and planned to match the needs of the learner. Visits to support a transition into work, volunteering, independent or supported living, college or other education can be planned to ensure a smooth handover of information and manage the change of environment. **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 learner's readiness and ability to learn through the following ways:

- Supporting the accurate identification and assessment of individual needs in language and communication through the use of Speech, Language and Communication Assessment.
- Positioning learners so they learn effectively though Behaviour Support Plans.
- Helping learners to maintain good posture, appropriate muscle tone and ease of movement, and encourage the development, refinement or maintenance of skills in independent mobility though the use of Physiotherapy Assessment.
- Helping learners to manage eating and drinking though Occupational Therapy Assessment.
- Promoting relaxation and support to help learners manage stress and anxiety though Psychology and Music Therapy Assessment.
- Promoting learners autonomy and independence through the use of specialist aids and equipment.

Curriculum Outcomes:

Curriculum outcomes are divided into-

- Destination outcomes: This indicates what are learner intends to do when they leave college against Preparing for Adulthood Framework; Good Health, Independent Living, Friends, Relationships and Community and Employment.
- Long and Short Term Outcomes define intended learning outcomes identified on the Education, Health and Care Plan.
- Objectives: The steps learners will take to achieve the short term outcomes.

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', Pathway Curriculum Plan.
The impact of the curriculum on learner progress is reviewed very half term.

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