

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

- ✓ Entry 3 – Level 2 Award in Progression.

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.
- ✓ Study Smart – Learning to learn programme.
- ✓ 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.
- ✓ Pearson 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.
- ✓ Food Hygiene Certificate – Level 2.
- ✓ First Aid Certificate (including Paediatric First Aid).
- ✓ Unit Awards.

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.

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.

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 go the desirable entry qualifications

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