



# Curriculum and Provision Policy

Policy Number	New or Reviewed	Date of next Review	Responsibility
HCP023	June 2018	June 2019	Principal

*Empowering learners to shape their future*

# HORIZONS COLLEGE

## CURRICULUM AND PROVISION POLICY

### 1. Overview

- 1.1 The post 19 curriculum, aims to provide a holistic programme of study for young people and vulnerable adults with challenging, relevant and fun learning experiences which support individual progression and preparation for adulthood. It is specifically aimed at a group of learners with range of learning and physical disabilities including those with complex care medical and therapeutic needs and / or sensory processing difficulties. Some may have additional complex social and behavioural related needs.
- 1.2 To meet this wide range of needs learners require a specialist provision including:
- a. Purposely designed accommodation.
  - b. Access to a range of expert and multi-agency support such as physiotherapists and occupational therapists.
  - c. Visually and hearing impaired specialists amongst others.
  - d. Specialist equipment and resources
- 1.3 It is underpinned by the principle that for learning to take place, all physical, medical, sensory and social needs are met within a fully inclusive community provision. Central to the delivery of the curriculum are the principles outlined in the Green Paper 'Support and Aspirations' (March 2011) and the ten key messages of 'Preparing for Adulthood' which are to:
- a. Develop a shared vision across all partners, with families, young people and vulnerable adults at its heart and focus on improving life chances.
  - b. Raise aspirations for a fulfilling adult life, by sharing clear information about what has already worked for others.
  - c. Develop information with families, young people and vulnerable adults themselves.
  - d. Invest in family, young people and young adults' leadership.
  - e. Think inclusion and keep focused on life outcomes.
  - f. Use person-centred planning and reviews to inform support planning and ensure individual budgets lead to life outcomes for young people and vulnerable adults.
  - g. Develop personalised curriculums so that learners learn what they need for adulthood.
  - h. Stimulate the post-19 market so that young people and vulnerable adults get a job and get a full life.

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- i. Set an example by employing young disabled people.
  - j. Ensure that the experience of young people, vulnerable adults and their families inform strategic planning and commissioning by using approaches such as Working Together for Change.
- 1.4 The programme will include the development of the following:
- a. Functional skills.
  - b. Vocational skills.
  - c. Employability skills.
  - d. Social Engagement & Wellbeing.
  - e. Personal Social Development.
  - f. Work and Enterprise.
- 1.5 The three broad areas of learning are:
- a. Knowledge and Understanding.
  - b. Personal and Physical Development.
  - c. Creative Arts and Functional skills.
- 1.6 The curriculum will also support the development of our core values of Independence and Interdependence. Underpinning these areas will be the development of Functional Skills such as communication, numeracy and Information and Communications Technology (ICT), aimed to promote progression through Stepping Stones, Numeracy and Literacy.
- 1.7 Underpinning the programme planning and delivery is the belief that young people and vulnerable adults with Special Educational Needs (SEN) and Disabilities have equal life chances as they move into and forward with adulthood. For example:
- a. Paid employment.
  - b. Housing.
  - c. Independent living.
  - d. Choice and Control.
  - e. Community Inclusion.
  - f. Friends and Relationships.

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## 2. Programme Delivery

2.1 Programme delivery mirrors the design of study programmes. The study programme will follow a standard pattern:

- a. Functional Skills: English, Maths and ICT.
- b. A substantial Vocational / Personal Development qualification accredited.
- c. An element of work experience or social enterprise
- d. Non-qualification activities to promote Social engagement and Wellbeing, such as Life and Leisure activities, Citizenship and Wellbeing.

2.2 Depending on the learner and the Cohort the Study Programmes vary considerably as they are personalised to increase employment and independent living. The aim of the study programme is to:

- a. Enable learners to build on existing skills and knowledge, and represent progression (lateral or vertical) from their assessed starting point.
- b. Provide stretch and challenge and support learners to progress towards their intended outcomes.
- c. Include relevant aspects of English and Maths.
- d. Include work experience to support the development of employability skills and create potential employment options (except where this is demonstrably inappropriate).
- e. Enable learners to develop the skills, attitudes and confidence that support progression.
- f. Receive independent careers advice and guidance.

## 3. Programme Content

3.1 The curriculum consists of the following:

- a. Functional Skills: English, Maths and ICT.
- b. Employability skills.
- c. Work experience
- d. Vocational options, Personal Social Development and Wellbeing.

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## 4. Accreditation

4.1 The following accreditations are available at Horizons College:

- a. Award, Certificate and Diploma in:
- b. Personal Progress.
- c. Skills for Independent Living.
- d. Skills for Independence and Work.
- e. Work Skills.
- f. Stepping Stones: Numeracy and Literacy.
- g. Functional skills in English, Maths, ICT (at an appropriate level and as relevant to planned progression, so not necessarily accredited for all learners in all three areas).
- h. Small role-specific vocational awards for individuals to enhance employability (eg food hygiene for learners working in a catering environment).

4.2 Whilst the provision offers a core framework aimed to develop skills in the four key areas listed below, a personalised approach is used. As a result, the programmes of study are flexible and designed around each learner's long term aspirations and personal needs. Each learner will have an individual learning plan based on their own chosen pathway which will, for most, include working towards a qualification and their long term outcomes and aspirations as outlined in their EHCP. In the post 19 provision form learners will work in class, across College, on external placements and in the community.

## 5. The Curriculum

5.1 The Curriculum is based on study programmes based on 4 main areas of study:

Functional Skills	Qualifications	Work and Enterprise	Social Engagement and Wellbeing
Maths English ICT	Personal Progress Skills for Independent Living Skills for Independence and Work Workskills	Vocational Pathways Employability Skills Work Experience Social Enterprise	Citizenship Sport and Leisure Well Being Enrichment Activities Social Skills Development

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	Travel Training		Community Challenge
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## 5.2 Functional Skills:

### a. Aims:

- To develop literacy, numeracy and communication skills to enable learners to communicate effectively in a variety of contexts and situations;
- To use a variety of methods to communicate, express ideas and access information including Assistive Technology;
- To have as much understanding and control of personal budgets as possible;
- To develop independence and social skills.

### b. Subjects:

- English;
- Maths;
- ICT;

## 5.3 Qualifications / Vocational-life Skills:

### a. Aims:

- Develop employability skills through realistic vocational options;
- Provide an opportunity for learners to begin to explore vocational sectors such as Horticulture, Floristry, Retail, sport and Hospitality;
- Support learners in becoming independent and effective in everyday life, learning and work;
- Support the development of skills within a vocational context;
- Overcome barriers to work or provide support in re-engaging with learning;
- Have a personal and individual planning process, considering the above areas and facilitated by staff trained in Helen Sanderson Person Centred Planning;
- Make choices based on Quality Information, Advice and Guidance;
- Develop an understanding of local services and provisions;
- Develop links and networks to facilitate successful transitions to adult life;

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- Have an individual learning plan based on long and short term goals and embedding individual needs that is reviewed termly.

b. Subjects:

- Person Centred Planning, (Vocational options, Community Leisure, Work networks), Advocacy (Self-Advocacy);
- Choices and decision making;
- Beliefs and Values;
- Responsibility and accountability;
- Social Enterprise;
- Learning Leadership.

## 5.4 Work and Enterprise

a. Aims:

- Enable learners to develop an understanding of the world of work including skills such as time keeping, working together, problem solving and working safely;
- Develop work ready skills where appropriate;
- Develop positive attitudes to the safety of themselves, others and equipment;
- Experience vocational options in a range of settings;
- Identify, experience and follow specific pathways to employment, both paid and voluntary;
- Enable learners to adjust and cope with change;
- Provide opportunities to functionally apply Functional Skills.

b. Subjects:

- Enterprise;
- Retail;
- Catering;
- Hospitality;
- Horticulture;

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- Animal Care;
- General Maintenance;
- Work Experience.

## 5.5 Social Engagement and Wellbeing:

### a. Aims:

- Achieve as high a degree of personal independence as possible;
- Make and communicate choice;
- Anticipate routines and recognise patterns in their lives;
- Develop awareness of the skills required to carry out a range of domestic tasks within the home;
- Develop awareness of and use a wide variety of leisure facilities and services in the local community;
- Provide shopping opportunities and develop shopping skills;
- Develop social interaction skills;
- Appreciate and enjoy the creative arts.

### b. Subjects:

- Citizenship;
- Physical Development (PE, sport, health and therapies, swimming);
- Home Management (meal preparation and cooking, domestic skills, shopping);
- Personal Leisure;
- Travel Training;
- Creative Arts (music, art, drama).

## 6. Cohorts of Learners

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The programme of study aims to provide learning opportunities that are intended to extend learning beyond that provided in the 16 – 19 phase and moving progressively towards community participation and application of skills. In real terms this will mean learning to apply the skills they have acquired in an increasingly functional and real- life context.

## 6.1 ***Cohort 1: Young people with profound, multiple learning needs who require:***

- Highly specialist Support to develop their exceptionally challenging communication needs.
- Continued and highly individualized programmes of education to develop independence and interdependence
- Access to physiotherapy, Occupational Therapy and medical services as required by their care plans.

## 6.2 ***Cohort 2: Young people on the autistic spectrum and/or with complex learning needs who require:***

- A highly structured programme delivered by experienced staff to develop Functional Skills such as literacy and numeracy
- Individualised support to develop sensory integration
- Continued education to develop independence and/or work related skills
- Guidance and support to develop more independence around social integration and wellbeing

## 6.3 ***Cohort 3: Young people with complex learning needs and/or autistic spectrum disorder some of whom have the potential to progress to supported, in some cases, unsupported employment.***

- Continued support to develop Functional skills such as literacy and numeracy
- Opportunities to develop independence around managing their social and life skills
- Realistic opportunities to develop work skills through a range of vocational based modules and work experience placements
- Career advice and guidance for an increased time period (possibly up to the age of 25)

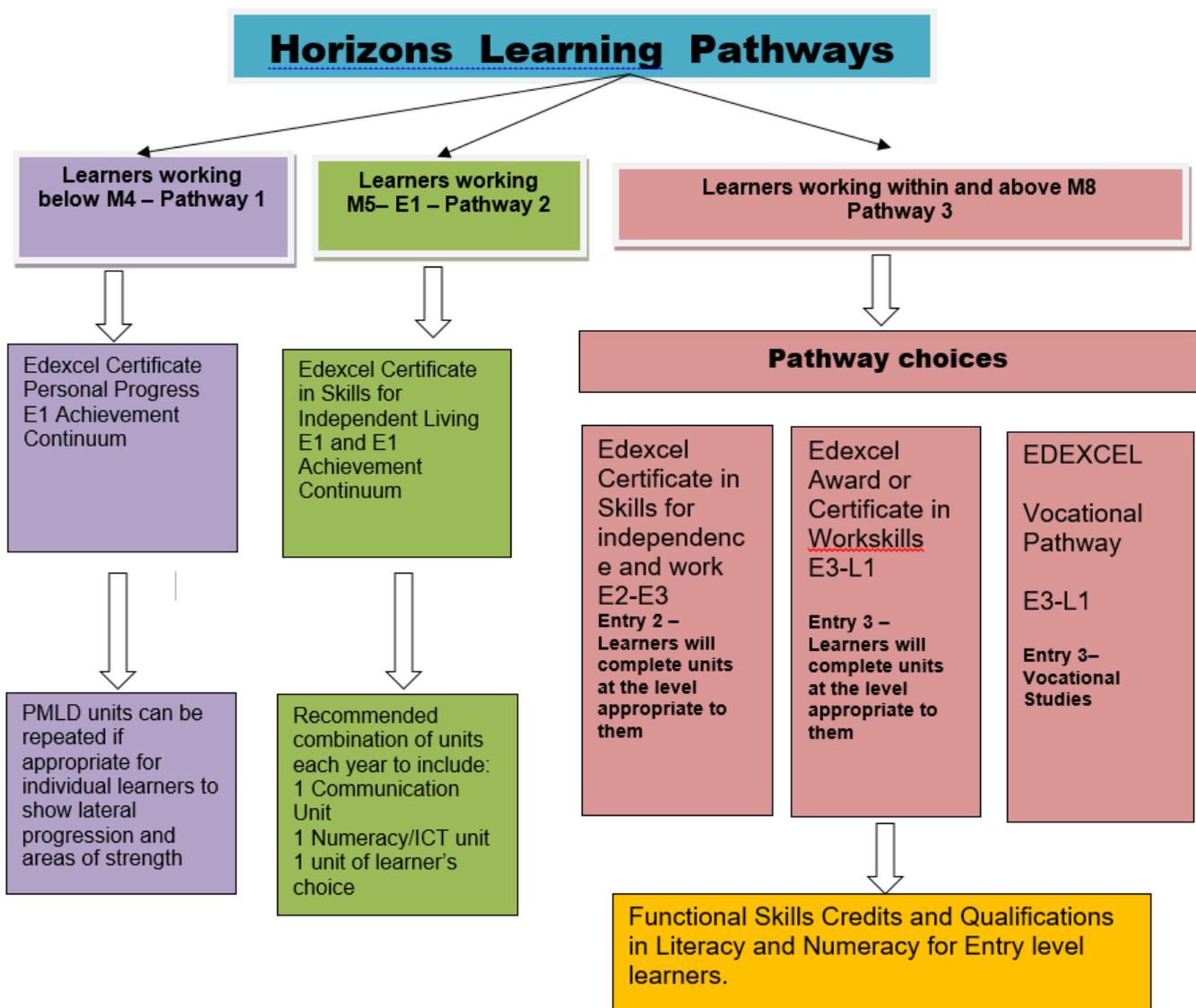
## 6.4 ***Cohort 4: Young people with complex learning needs and/or autistic spectrum disorder some of whom present with challenging behavior have the potential to progress to supported, in some cases, unsupported employment.***

- Continued support to develop Functional skills such as literacy and numeracy
- Opportunities to develop independence around managing their social and life skills
- Realistic opportunities to develop work skills through a range of vocational based modules and work experience placements
- Career advice and guidance for an increased time period (possibly up to the age of 25)

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## Appendix 1 - Learning Pathways

- All Learners will work towards their long term goals and outcomes as defined by their Educational and Health and Care Plan to support preparation to adulthood, independent living and work.
- All learners work towards meaningful qualifications within the Qualification and Credit Framework, working towards an award, certificate or diploma.
- All Entry level learners continue to work towards qualifications in literacy and numeracy, building on those achieved in key stage five. These are credit based. Learners working towards milestones will take Personal Progress qualifications in literacy and numeracy.
- Learners are reviewed each year to ensure Pathway remains relevant and challenging and can change Pathway if appropriate to ensure progression.
- Learners may also have the opportunity to work towards awards in a wide variety of vocational areas such as horticulture, retail, hospitality and catering, general maintenance, customer services.



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Signed ..... Principal

Signed ..... Chair of Governors

Date .....