Curriculum Policy

Expanse Learning College

November 2022

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Expanse Curriculum

Expanse Learning Specialist College has an ambitious curriculum that has been designed to meet the needs of our students. It is not just about the journey, but the destination and as a student at Expanse Learning College, you will be supported to develop the skills you need to live a full and happy life. We work closely with students, families, and partners to ensure that that you have a personalised pathway, that includes a wide variety of learning experiences. Our aim is that you master and transfer knowledge, skills, and behaviours into different scenarios.

"Careful planning and arrangements for progression to the next level courses for the vast majority of students ensures that they receive useful information, advice and guidance that help them to have a clear understanding of their employment goals and personal aspirations". (**Ofsted 2018**)

"Leaders have put in place ambitious programmes of study that give students opportunities to experience the world of work". (**Ofsted 2019**)

Intent What we aim to achieve through our curriculum

- To provide an outstanding education experience that students fully engage with and enjoy.
- To provide education that gives students knowledge, skills, and behaviours to enhance their life.
- To provide a personalised pathway into independence and employment.
- To prepare students to be independent, employed and lead fulfilling lives.
- To provide holistic guidance and support strategies that enable students to progress and achieve.
- To increase independent living skills that give students greater control over decisions which affect them.
- To improve students' functional application of Mathematics and English and Technologies.
- To increase work readiness skills, promote career options that match student aspirations.
- To increase student knowledge and experience of community, country, and wider world environment.
- To facilitate students transferring learning into home, community, and employer environments.

Implementation How is our curriculum delivered

Curriculum Delivery
- Students work towards personalised learning outcomes which are reflect Education Health Care Plan goals via a curriculum designed to be challenging, age-appropriate and focussed on achieving their outcomes.
- Students will complete a personalised pathway studying within practical, subject-based sessions that cover independent living, employability, community, health and functional skills maths and English.
- Students will learn within college, community and real-life employer environments within which they will have opportunities for repetition to develop knowledge, skills, and behaviours.
- We believe giving students control of their learning is essential and provide real choices via accredited and non-accredited outcomes, which are co-produced and support successful learning and transition.
- We encourage participation in social activities during the college day, so students can practice social skills with peers, demonstrate and refine their behaviour and attitude.
- We source and provide relevant resources that support effective teaching and learning.
- We engage and empower students to express their views, choices, and opinions to inform curriculum design

Teaching and Learning
- College Leaders, delivery and support staff have a wide range experience and skills.
- Students are taught by qualified and experienced staff, who have specialist knowledge.
- Student aspirations contribute to curriculum design, resulting in a truly personalised Study Programme offer which results in high levels of academic and personal achievement.
- The curriculum is designed meet a wide range of student needs and is split into six distinct Pathways: Communication and Sensory; Preparation for Life and Work (Independence) Preparation for Life and Work (Workskills), Creative Industry Production, Employability and Supported Internships.
- Each Pathways' students are taught in differentiated groups, where knowledge, skills and behaviours are exposed to significant stretch and challenge at all levels of ability.
- Individual learning outcomes are agreed at the start of a programme (baseline assessment), and individualised personal success targets (PSTs) that align to the Preparation for Adulthood themes allow the college to support students to

develop skills that will prepare them well for their future lives.

- Students will work towards accredited and non-accredited functional skills as appropriate, improving Mathematics, English knowledge which is mapped across all subjects to capture naturally occurring functional skills.
- Employability focused Pathways provide the opportunity for students to develop vocational interests, whether in preparation for future career aspiration or work experience, where a practical context is used as an opportunity to practice and develop skills.

College Pathways
Communication & Sensory
Preparation for life and work (Independence)
Preparation for life and work (Work Skills)
Employability
Creative Industry Production
Supported Internships

Assessment
- Each student has personalised accredited and non- accredited medium-term outcomes which are broken down into achievable short-term targets for the duration of the study programme.
- Students personalised accredited and non-accredited medium-term outcomes are created using results baseline assessments and include student, family, and staff input.

Impact What difference is our curriculum-making to students?

- Most students meet or exceed their expected levels of academic and personal progress.
- Most students make good progress and make a successful transition into adult life.
- Most students make good progress towards improving independence and make choices about how they want to spend their time and access facilities in their community.
- Expanse students accredited learning achievement rates are high.
- Most students exhibit good behaviour over their time at the college and increase their ability to self-manage and keep themselves safe in becoming more independent.
- Students are well prepared for the next stage of their lives, with most leavers progressing into meaningful destinations including some form of employment or activities that help them maintain productive adult lives.

Personalised Learning means working in partnership with the student to plan a learning pathway, according to their needs and personal objectives, in a way which delivers success including:

- Assessing the holistic needs of students
- Providing holistic appropriate support for students
- Seeking and responding to the views of the student to promote their voice
- Raising the ambitions of all students
- Encouraging students to take ownership and responsibility
- Supporting student transitions
- Developing appropriate accredited and non-accredited outcome targets with students

Differentiated Study Programme Pathways All students will be assigned to a pathway, within which their programme will be personalised by a choice of subjects, teaching methodology, assessment methodology, support arrangements and undertake a personalised programme of learning which helps to increase their skills and knowledge relating to employment, independent living, community inclusion and health in support of them progressing via a planned transition.

Teaching Methodologies	
1	Classroom Taught Sessions
2	Classroom Practical Sessions
3	Enterprise Activities
4	Community Activities
5	External Guest Speakers
6	Physical Activities
7	1.1 Coaching Sessions
8	Experiential Learning
9	Peer Learning
10	Remote Learning
11	Self-Directed Study
12	Digital Study (Auditory/Visual/Kinaesthetic)
13	Work Experience Internal
14	Work Experience External
15	External Visits/Trips
16	Peer Mentoring

ASSESSMENT METHODOLOGY (Accredited Study)	
1	Duke of Edinburgh
2	Pearson Personal Growth and Wellbeing
3	Pearson Work-skills
4	Pearson Vocational
5	National Online Safety Certification
6	Pearson Functional Skills

ASSESSMENT METHODOLOGY (Non-Accredited Study)	
1	Internal Certification
2	Personal Success Targets
3	Skills Builder

KEY SUPPORT METHODOLOGIES	
1	Autism
2	Cognition and Learning
3	Coordination
4	Hearing / Visual Impairment
5	Physical Disability
6	Social Emotional Mental Health
7	Speech Language Communication

Subjects	
1	Employability Skills
2	Personal Development including (RSE)
3	Enterprise
4	Travel Training
5	Functional Skills
6	Retail
7	Customer Service
8	Catering and Hospitality
9	Land based studies
10	Art
11	Sport
12	British Values & PREVENT
13	Generic Pathway/Personal Pathway
14	Community Learning
15	Health and Social Care
16	Childcare
17	Transport and Vehicle
18	Creative Media
19	Animal Care
20	Gaming and Digital Design
21	Education
22	Digital Capabilities
23	Sensory Exploration

STUDENT PERSONALISED SUPPORT PLAN	
1	Aspiration(s)
2	EHCP Targets
3	Identified Learning Difficulties / Disabilities Diagnosis
4	Key Health / Care Information
5	Key Medication Information
6	Key Medication Information
7	Media Consent
8	Educational Needs Information
9	(Communication and Interaction) (Cognition and Learning) (Social Emotional Mental Health) (Sensory and Physical)
10	Key Support Strategies
11	Explicit Timetable Support
12	Additional Support Plans
13	Functional Skills Levels
14	Destination

STUDENT PERSONALISED PROFILE					
Student	Identified Pathway	Identified Subjects	Identified Assessment Methodology	Identified Teaching Methodology	Destination

EXPANSE COLLEGE CURRICULUM

Initial Assessment

Students are assessed to determine the level at which they are working in each subject area. A series of baseline assessments identify the student's abilities, understanding, knowledge and skills including behaviour, social skills, communication, English, maths employability from which personal success targets, qualification achievement targets, and relevant employability targets will be agreed.

Monitoring of students personalised outcomes is completed regularly with achievement of accredited and non-accredited milestones reviewed and updated.

Personal success targets (PST) are used to develop students personal, social, health and citizenship skills and will support the outcomes linked to British Values and Expanse Values.

Long term Personal Success Targets are negotiated with the student at the beginning of their programme. They set out the targets for the student that reflect both as personal ambitions and EHCP targets and Preparation for Adulthood - Independent Living, Employability, Community Inclusion, Health and Aspirations.

Medium term Personal Success Targets are closely linked to the Long-Term personal success targets and identify what the student needs to achieve over an academic year to achieve their Long-Term targets.

Short term Personal Success Targets are related to the curriculum area topics and the levels appropriate to each individual student and allow demonstration of distance travelled by individual students. The targets are broken down into milestones and integrated within sessions, monitored by staff and discussed with students and are also at annual review meetings.

Accreditation:

We deliver Pearson BTEC personal Growth & Wellbeing and Vocational qualifications Entry Level – Level 2, Functional Skills English & Maths Entry Level – Level 2 qualifications and Duke of Edinburgh Awards.

Social Activities

Social activities broaden the experience of all the students and add variety, challenge, and fun to the college experience. There are a range of activities that take place over lunch and breaks and some which are integrated within the pathways.

CEIAG Activities

Expanse Learning Work Related Learning and CIAG activities are reflective of the **Gatsby Benchmarks.**

A Stable Careers Programme: All students are supported throughout the year utilising the Gatsby Benchmarks and have career education and guidance embedded within their study programme pathway.

Learning from Career and Labour Market Information: Every student and their parent/carer have access to good quality information about future study options and labour market opportunities. To make best use of this available information, students receive appropriate 1:1 guidance from their teacher or training development officer and can access additional 1:1 guidance via GMCA careers and guidance specialists.

Addressing the Needs of each Student: We acknowledge that students can and do have different career guidance needs at different stages. Effective programme planning and regular reviews with their teacher or alongside student support and parental input ensures that students are given appropriate opportunities for impartial advice and support which is tailored to their needs and have equality & diversity and safeguarding considerations embedded throughout.

Linking Curriculum Learning to Careers: Impartial careers education and guidance is delivered via discrete sessions as well as being embedded within sessions and covers work related learning, preparation for adulthood, and industry knowledge. Activities include Labour market research, CV workshops, mock interviews subject aimed at developing students' ability to make an identify a realistic career or independent living pathway mapped to their EHCP outcomes.

Encounters with Employers and Employees: All students have opportunities to learn from employers about work, reinforcing classroom learning of the relevant employability and personal skills that are valued in the workplace. This will include visiting speakers, employer-led learning sessions, peer mentoring and collaborative enterprise activities.

Experience of Workplaces: All students will have access workplace experience(s) including work visits, work shadowing and/or work experience placement including volunteering and citizenship. This is aimed at stretching students to expand their networks and build experience in identifying and demonstrating skills required in the workplace and supports them in making an informed decision in identifying a realistic career or independent living pathway mapped to their EHCP outcomes.

Encounters with Further and Higher Education: All students access impartial guidance and events to help them understand the full range of further learning opportunities that are available to them. This includes both academic and vocational routes and learning in colleges, universities and in the workplace.

Personal Guidance: All students will receive personal support and guidance with their designated teaching team and GMCA Advisor and an Annual Review as a minimum. Students will receive additional personal support and guidance via our student support team and teaching team as part of their personalised programme.

Student Support

Learning Support is delivered by teaching teams in addition to working with the colleges' dedicated student support team. All teams are responsible for developing monitoring and supporting the student to adhere to and achieve their outcomes by managing closely managing student support strategies.

Additional Support is available for students with specific health needs or disabilities. The learning support team and teaching teams will coordinate strategies to ensure that students can fully access education and achieve to their fullest potential. Teachers will plan learning so that it is appropriate in terms of each student's physical capacity and learning level, including the deployment of staff, resources, and equipment. Students are supported to improve or maintain their independence and self-manage where appropriate. Our site facilities are fully accessible, and our learning support team work closely with relevant specialists to support the college in planning for and supporting students with physical needs so that they can continue planned therapeutic activities where relevant on site alongside of their studies.

Speech and Language Therapy: The learning support team will liaise with Speech and Language Therapists to assess/support students as needed and create a communication profile for the individual.

Behaviour Management: The learning support team work closely with relevant specialists to support the college in planning for and supporting students with behavioural needs to support students to be in control of their own behaviour so that they can access learning. We utilise behaviour plans to ensure consistency of approach and encouraging and facilitating positive behaviour from students.
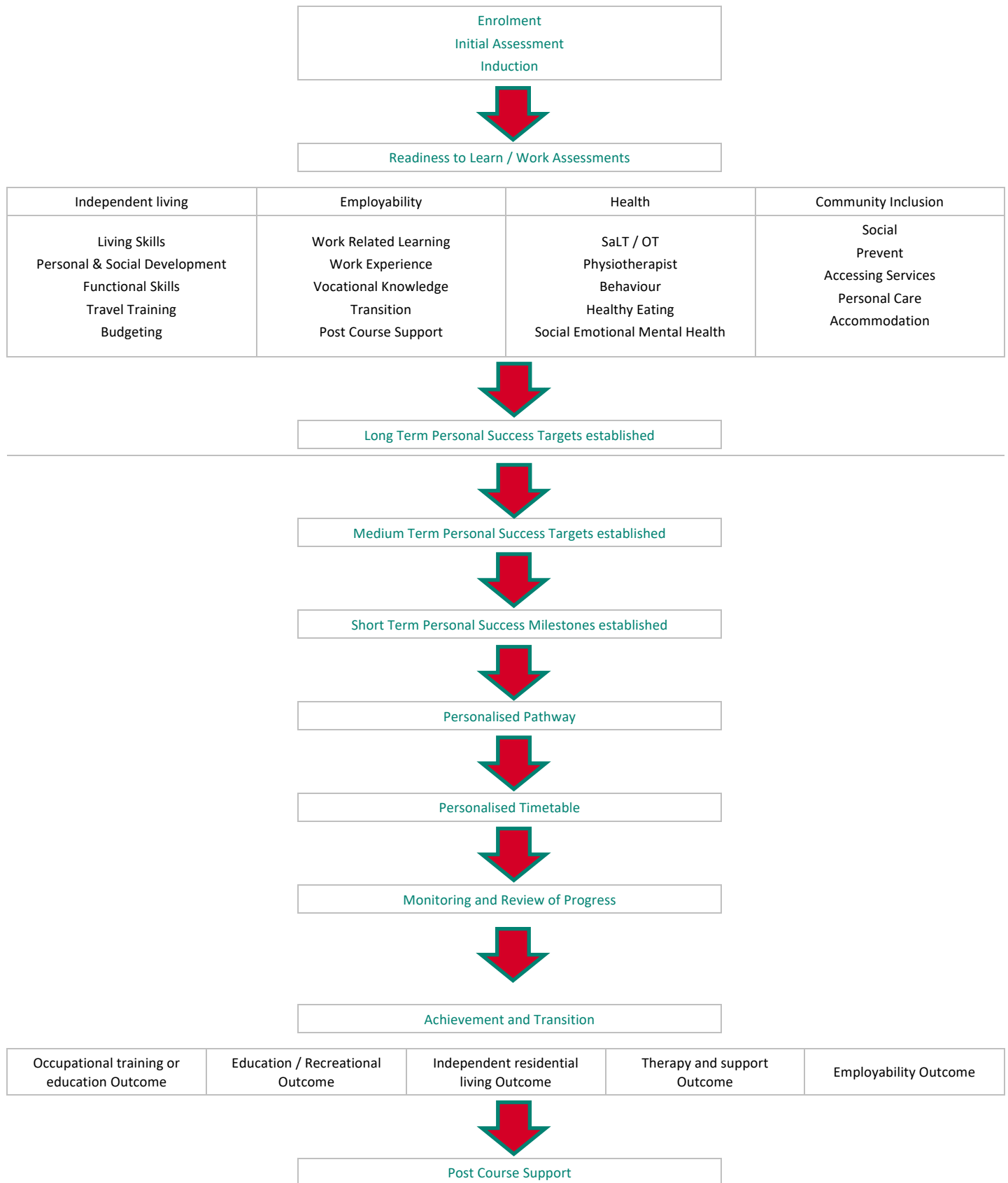
Social and Emotional Mental Health: The learning support team work closely with relevant specialists to support the college in planning for and supporting students with social, emotional, mental health needs to support students as needed. These include NHS, Social Services, Mental Health Team and Adult Learning Disability team.

Transition

Students transition to the next stage of their lives with staff focused on ensuring that the curriculum prepares the student for the transition to life as a young adult. Each student leaves with a certificates, portfolio and records detailing relevant information and essential contact details. The college will support students for a 12-month period after leaving.

Student Journey	Activity and Monitoring
• Referral • Pre-Enrolment Assessment • Multi-Disciplinary Assessment • EHCP • V10 • Annual Review	• Meet Students • Taster Days • EHCP • Specialist Assessments - SALT/OT/Behaviour/Physio
• Pre-start screening • Induction • FS Initial assessment • FS Diagnostic assessment • Baseline Assessments • Risk Assessments	• BKSB initial and diagnostic assessment • Baseline Assessments • Assistive Technology Assessment • Student Monitoring • Student Profile
Personalised Learning • EHCP targets • FS assessments • Baseline assessments • PST and Milestone targets • Qualification targets	• Analysis of IA Data, observations, assessments • Agree personalised pathway • Identify accredited and non- accredited outcomes • Student Profile
Personalised Pathway Timetable: • Subjects • Teaching Methodologies • Assessment Methodologies • Support Methodologies • Accredited Outcomes • Non-accredited Outcomes • Transition destination	• Employability / Work Related Learning • Functional Skills / Communication / Calculation • Personal Development / Independent Living Skills • Health / Sex & Relationships education • Community Inclusion • British Values / Prevent • Vocational • Technology
• Ongoing Monitoring and review of progress • Case Conferences	• Databridge progress updates • Progress Days • Student Progress Tracking Wall Charts • Destination progress update
• Ongoing monitoring of Progress towards and or achievement of milestones and qualifications • Case Conferences	• Half termly updates • Half termly case conferences • Moderation of PST's and Qualifications • Parents evenings • Annual Review process
• Transition	• Transition days and presentations • End of year event • Post Course Support

The learning journey and specialist approach to non-accredited learning and achievement

Enrolment
Initial Assessment
Induction

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Readiness to Learn / Work Assessments

Independent living	Employability	Health	Community Inclusion
Living Skills	Work Related Learning	SaLT / OT	Social
Personal & Social Development	Work Experience	Physiotherapist	Prevent
Functional Skills	Vocational Knowledge	Behaviour	Accessing Services
Travel Training	Transition	Healthy Eating	Personal Care
Budgeting	Post Course Support	Social Emotional Mental Health	Accommodation

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Long Term Personal Success Targets established

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Medium Term Personal Success Targets established

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Short Term Personal Success Milestones established

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Personalised Pathway

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Personalised Timetable

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Monitoring and Review of Progress

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Achievement and Transition

Occupational training or education Outcome	Education / Recreational Outcome	Independent residential living Outcome	Therapy and support Outcome	Employability Outcome

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Post Course Support

Monitoring arrangements

o   The Head is responsible for monitoring and reviewing this policy.
o   The Board of Directors will check that the college complies with this policy.
o   This document will be reviewed **every 12 months thereafter**.
o   At every review, the policy will be shared with the governing board for review and challenge purposes.

Impact of non-compliance:

Staff:	Disciplinary action
Student:	Suspension, Temporary Exclusion, Permanent Exclusion, Attendance Plan
Legislation/organisational:	Reputational damage, statutory and non-regulated compliance.
Compliance lead:	Headteacher/Director of College
Policy Reference:	ELCO-POL-OPER-0013
Version:	5
Agreed policy location:	Intranet and Company Webpage
Review Schedule:	12 Months
Does the policy require Governor approval?	No

Approval

Prepared by	*Approved by*	*Counter Signatory*
Karl Wane	Tony Brown	Scott Roberts (Assoc. CIPD)
03/11/2022	03/11/2022	03/11/2022
Director of College Post 16 Education	CEO	Head of Shared Services

Version Control

Version	Date	Revision	Review Date
1	21/06/2018	First Issue	20/06/2018
2	01/09/2019	Policy review and transferred to new template	31/08/2020
3	01/09/2020	Policy Review	31/08/2021
4	01/09/2021	Policy reviewed, Intent, Implementation and impact added; new model added and flow charts updated	31/08/2022
5	03/11/2022	Policy Reviewed	02/11/2023