

Curriculum Policy

Expanse Learning College

September 2024

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Version:
7

This Policy was approved by:
Board of Directors on 12th September 2024

Date for Review:
September 2025

Expanse Curriculum

Expanse Learning Independent 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 the 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.

“Leaders, managers and governors have high expectations of staff and students at the college. They have created an ambitious and challenging curriculum. Leaders and managers work collaboratively with families and other agencies to remove barriers to learning and support students to achieve their ambitions”.

(Ofsted 2022)

“Leaders and teachers plan and sequence the curriculum successfully. They assess students’ starting points accurately. Staff use the information to set highly effective and relevant personalised targets. Students are heavily involved in co-creating and evaluating their goals. Most students make rapid progress towards achieving their learning outcomes”.

(Ofsted 2022)

Our curriculum aims to teach students knowledge and enable them to apply it in the form practical skills utilising various stages of a knowledge-to-skill continuum. We recognise that for each of our students learning needs to be a dynamic and personalised experience and as such teaching and assessment will be adapted to the needs of individual students.

- **Knowledge Acquisition:** students access structured and organised information to facilitate understanding, enable cognitive processing and develop foundational understanding of concepts.
- **Understanding and Comprehension:** students work towards understanding underlying concepts and principles and deepen understanding.
- **Skill Development:** students experience modelled and demonstrated application of knowledge in practical contexts.
- **Guided Practice:** students will engage in guided activities or exercises to apply the knowledge in controlled settings.
- **Feedback and Iteration:** students receive feedback on performance, to identify areas for improvement, and iterate on their approach to enable refinement of skills.
- **Independent Practice:** students practice applying knowledge independently in simulated or controlled environments linking theory and real-world application.
- **Problem Solving:** students encouraged to solve problems, make decisions, and apply knowledge to different scenarios demonstrating adaptability and critical thinking skills.
- **Real-World Application:** students engage in relevant real-world settings to apply skills in authentic, uncontrolled environments.
- **Reflection and Integration:** students reflect on their experience(s), identifying successes and challenges. This reflective process contributes to the continuous improvement of skills.
- **Evaluation:** assessments, exams, or personal targets used to evaluate student’s understanding and application of knowledge leading to recognition of acquired skills and accreditation where applicable.

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/or 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 maths and English and use of technology.
- To increase students’ work readiness skills and promote career options that match students’ aspirations.
- To increase student knowledge and experience of their community, the UK, and wider world environment.
- To facilitate students transferring learning into their home, community, and employer environments.

Implementation How is our curriculum delivered

Curriculum Delivery

- Students work towards personalised learning outcomes which reflect their Education Health Care Plan goals via a personalised curriculum pathway designed to be challenging and age appropriate.
- Students will complete their pathway studying within a range of practical, subject-based sessions that are mapped to independent living, employability, community, health and functional skills maths and English themes.
- Students will access learning via college sites, community venues, residential venue and real-life employer environments during which they will have opportunities to develop their own knowledge, skills, and behaviours.
- We believe that students having control of their own learning is essential as this provides them with relevant opportunities to achieve via accredited and non-accredited outcomes.
- We offer social activities time during college days, so students can practice social skills with peers and develop social and emotional intelligence leading to positive behaviour and attitude.
- We provide relevant resource to support effective teaching and learning across all sites and externally.
- We engage and empower students to express their views, choices, and opinions to inform curriculum design.

Teaching and Learning

- College Leaders, teaching and support teams 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 offers distinct Pathways: Communication & Sensory; Preparation for Life and Work, Creative Industry Production, Construction, Employability and Supported Internships.
- Each cohort is taught in a differentiated group, where knowledge, skills and behaviours are stretched and challenged for all ability levels.
- 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 work towards accredited and non-accredited functional skills as appropriate, improving Mathematics, English knowledge which is mapped across all subjects to capture naturally occurring opportunities.
- 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.

2024-25 PATHWAYS	
1	Communication & Sensory Complex-Leigh
2	Communication & Sensory-Leigh
3	Preparation for Life & Independent Living
4	Preparation for Life & Work-Leigh
5	Employability-Leigh
6	Creative Industry Production
7	Preparation for Life & Work-Enterprise
8	Preparation for Life & Work-Construction Trades
9	Employability 1
10	Employability 2
11	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. They are created using information and assessments collated during the admissions process and a readiness to work / or readiness to learn phase completed during autumn term one.

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.
- Students accredited and non-accredited achievement rates are high.
- 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 transitioning into an identified destination relevant to their personalised learning programme.

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 matched 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 to increase their skills and knowledge relating to employment, independent living, community inclusion and health in support of them progressing via a planned transition at the end of their learning programme.

Name	Year 1, 2, 3,
Aspiration(s)	<ul style="list-style-type: none">• TAKEN FROM EHCP
EHCP Targets	<ul style="list-style-type: none">• TAKEN FROM EHCP
Annual Review 23-24 Targets (In line with identified EHCP targets)	<ul style="list-style-type: none">• TAKEN FROM EHCP
Identified Learning Difficulties, Disabilities Diagnosis	<ul style="list-style-type: none">• TAKEN FROM EHCP, MDA, ADOS, EDOS, EPR, AIM, ACE, DISCO, CAMHS, SALT REPORTS
Key Health / Care Information	<ul style="list-style-type: none">• TAKEN FROM EHCP CARE PLAN
Key Medication Information	<ul style="list-style-type: none">• TAKEN FROM ENROLMENT PACK
Allergies Information	<ul style="list-style-type: none">• TAKEN FROM ENROLMENT PACK
Media Consent	<ul style="list-style-type: none">• TAKEN FROM ENROLMENT PACK
Educational Needs Information (Communication and Interaction) (Cognition and Learning) (Social Emotional Mental Health) (Sensory and Physical)	<ul style="list-style-type: none">• ADMISSIONS PROCESS• TAKEN FROM EHCP SECTIONS AND V10• READINESS TO LEARN / WORK PHASE
Key Support Strategies	<ul style="list-style-type: none">• HEADS, PASTORAL, TEACHING TEAMS
Explicit Timetable Support	<ul style="list-style-type: none">• TAKEN FROM V10
Additional Support Plans	<ul style="list-style-type: none">• BEHAVIOUR PLAN• CARE PLAN• SAFETY PLAN

	<ul style="list-style-type: none"> RISK MANAGEMENT PLAN
Functional Skills Levels	<ul style="list-style-type: none"> English BKSb / Pre entry E1 E2 E3 L1 L2 Maths BKSb / Pre entry E1 E2 E3 L1 L2
Destination	<ul style="list-style-type: none"> TRANSITION PLANNED FOR THE END OF THE YEAR

2024-25 PATHWAYS	
1	Communication & Sensory Complex-Leigh
2	Communication & Sensory-Leigh
3	Preparation for Life & Independent Living
4	Preparation for Life & Work-Leigh
5	Employability-Leigh
6	Creative Industry Production
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2024-25 SUBJECTS	
1	Employability Skills
2	Personal Development
3	Theory and Practical Enterprise
4	Travel Training
5	Functional Skills
6	Retail
7	Customer Service
8	Catering and Hospitality
9	Land based studies
10	Art & Craft
11	Sports
12	British Values
13	PREVENT
14	Independent Living
15	Community Learning
16	Health and Social Care
17	Childcare & Early Years Education
18	Media & Photography
19	Animal Care
20	Gaming and Digital Design
21	Pre-Post-16 Education
22	Digital Capabilities

23	Sensory Exploration
24	Introduction Agriculture
25	Community Fundraising
26	Music
27	Geography
28	RSE
29	County Lines
30	Health & Safety
31	Introduction to Bricklaying
32	Introduction to Construction
33	Introduction to Plumbing
34	Cultural & Ethnic Diversity
35	Labour Market Intelligence
36	Politics
37	Drama & Dance
38	Introduction to Motor vehicle
39	Introduction to Carpentry
40	Marketing & Media
41	Leisure & Tourism
42	Hospitality
43	Animal Welfare
44	Foreign Languages
45	Online Safety
46	Student Parliament
47	Environment & Sustainability
48	Forest School

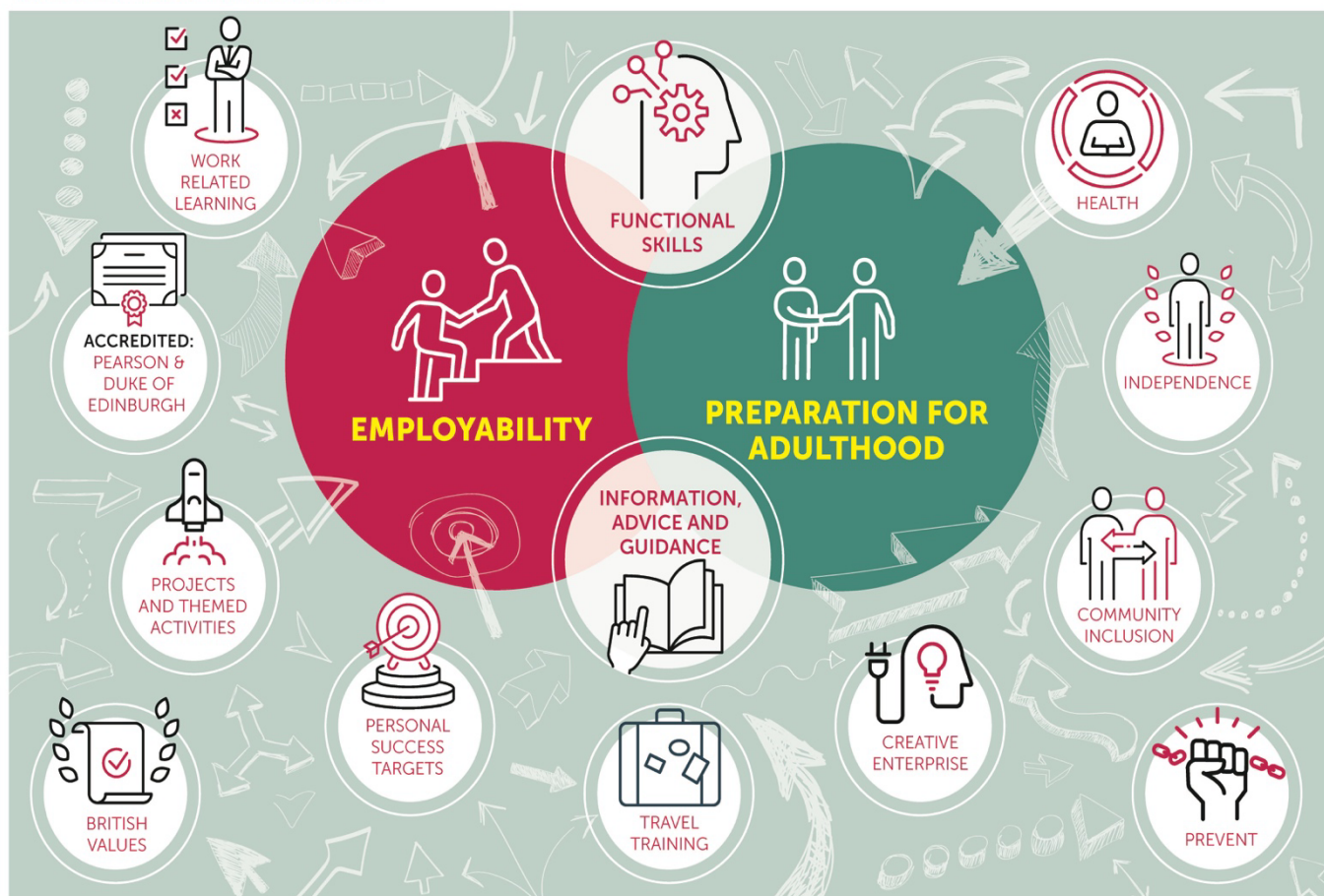
My Identified Teaching & Learning Methodologies-Approaches			
Constructive Learning (Pedagogy approach 1)	Collaborative Learning (Pedagogy approach 2)	Reflective Learning (Pedagogy approach 3)	Integrative Learning (Pedagogy approach 4)
1	Classroom Taught Sessions		
2	Classroom Practical Sessions		
3	Knowledge to Acquisition		
4	Understanding Comprehension		
5	Skills Development		
6	Guided Practice		
7	Feedback and Iteration		
8	Independent Practice		
9	Individualised Feedback and guidance		
10	Remote Learning		
11	Self-Directed Study		
12	Digital Study		
13	Work Experience Internal		

14	Work Experience External
15	External Visits/Trips
16	Peer Mentoring
17	Problem Solving
18	Enterprise Learning Activities
19	Community Learning Activities
20	External Guest Speakers
21	Physical Learning Activities
22	1.1 Coaching Sessions
23	Experiential Learning
24	Peer Learning
25	Problem Solving
26	Real World Skills Application
27	Reflection and Integration
28	Recall, Recap and Evaluation

My Identified Assessment Methodology (Accredited Study)	
1	Duke of Edinburgh
2	Pearson PGW
3	Pearson Work-skills
4	Pearson Vocational
5	The National College
6	Pearson Functional Skills
7	NOCN
8	John Muir

My Identified Assessment Methodology (None-Accredited Study)	
1	Internal Certification
2	Personal Success Targets
3	Skills Builder
4	Student person PST trackers
5	BKSB & Diagnostic Assessment
6	Student Termly Progress Reports

My Identified Support Methodology	
1	Coordination
2	Social Emotional Mental Health
3	Autism
4	Hearing / Visual Impairment
5	Physical
6	Speech Language and Communication
7	Cognition and Learning
8	Assistive Technology and Equipment



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 Expansive 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 CEIAG 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 teaching and support teams. All teams are responsible for developing monitoring and supporting the student to adhere to and achieve their outcomes by 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 main 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.

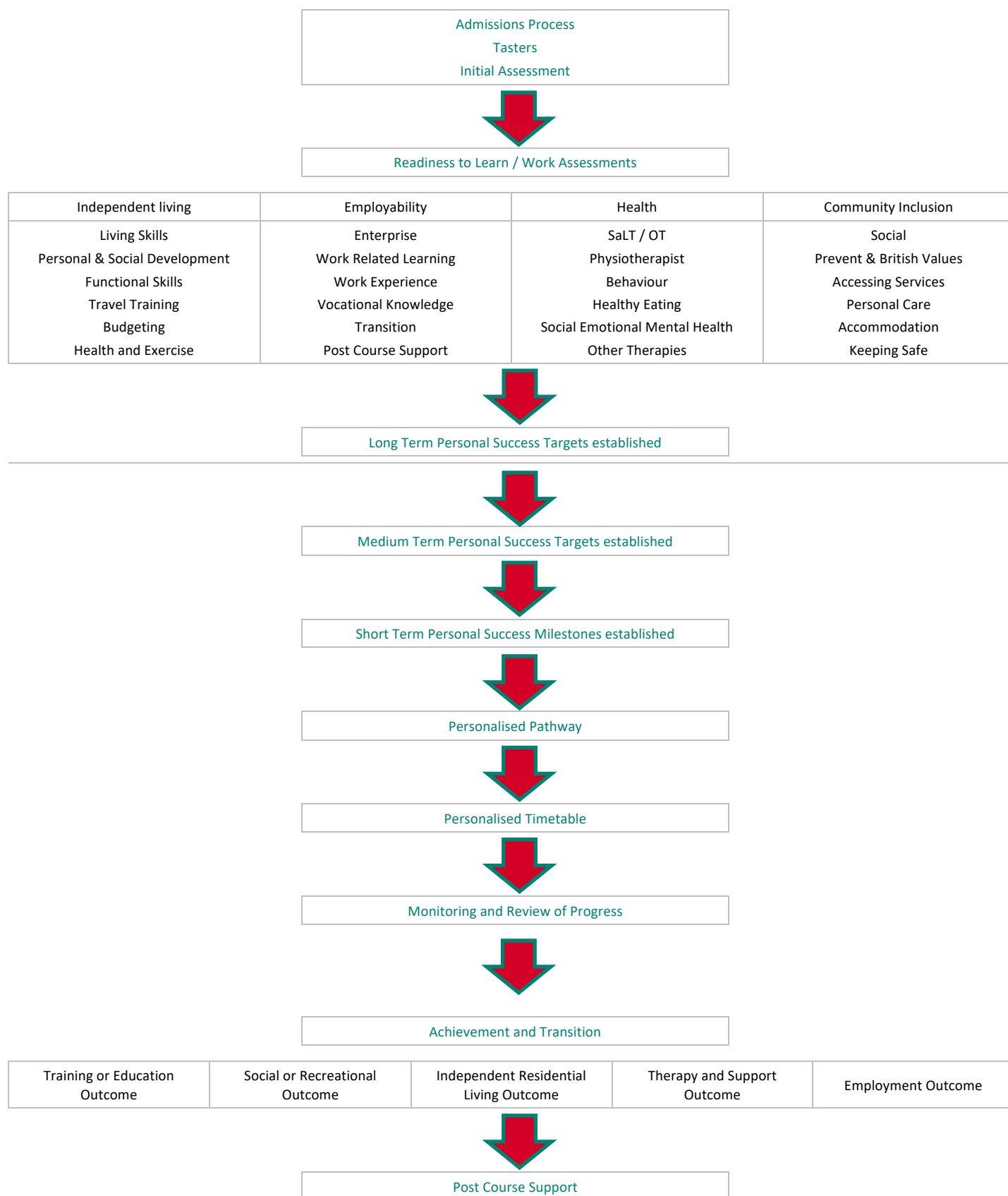
Social and Emotional Mental Health: The learning support team work closely with relevant specialists to support the college in planning for and supporting students with social, emotional, mental health needs to support students as needed. These include NHS, Social Services, Mental Health Team and Adult 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 continue to support students after they transition.

Student Journey	Activity and Monitoring
<ul style="list-style-type: none"> Enquiry / Referral Admissions process Multi-Disciplinary Assessment EHCP V10 Annual Review 	<ul style="list-style-type: none"> Meet Students Taster Days EHCP analysis Multi-Disciplinary Assessments
<ul style="list-style-type: none"> Pre-start screening Induction FS Initial assessment FS Diagnostic assessment Baseline Assessments Risk Assessments 	<ul style="list-style-type: none"> BKSB initial and diagnostic assessment Baseline Assessments Assistive Technology Assessment Student Monitoring Student Profile
<ul style="list-style-type: none"> Personalised Learning EHCP targets FS assessments PST and Milestone targets Qualification targets 	<ul style="list-style-type: none"> Analysis of IA Data, observations, assessments Agree personalised pathway Identify accredited and non- accredited outcomes Student Profile
Personalised Pathway Timetable: <ul style="list-style-type: none"> Subjects Teaching Methodologies Assessment Methodologies Support Methodologies Accredited Outcomes Non-accredited Outcomes Transition destination 	<ul style="list-style-type: none"> Employability / Work Related Learning Functional Skills / Communication / Calculation Personal Development / Independent Living Skills Health / Sex & Relationships education Community Inclusion British Values / Prevent Vocational Technology
Weekly <ul style="list-style-type: none"> Ongoing monitoring and review of activities Ongoing monitoring and review of progress Ongoing monitoring and review of achievement Ongoing monitoring and review of destination 	<ul style="list-style-type: none"> Databridge portals DofE system Student Progress Tracking Wall Charts Destination progress update
Half Termly <ul style="list-style-type: none"> Team Meetings Case Conferences Governor Meetings 	<ul style="list-style-type: none"> Half termly reports Half termly case conferences Moderation of PST's and Qualifications Parents evening
<ul style="list-style-type: none"> Transition 	<ul style="list-style-type: none"> Annual Review process Reward Trips Celebration end of year event Post Course Support

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



Monitoring arrangements

- The Heads are responsible for monitoring and reviewing this policy.
- The Board will check that the college complies with this policy.
- This document will be reviewed **every 12 months thereafter**.
- 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-OPER-POL-0013
Version:	7
Agreed policy location:	Intranet and Company Webpage
Review Schedule:	12 Months
Does the policy require Governor approval?	No

Version Control

Version	Date	Revision	Review Date
1	21/06/2018	First Issue	20/06/2018
2	01/09/2019	Policy reviewed and transferred to new template	31/08/2020
3	01/09/2020	Policy Reviewed	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
6	30/10/2023	Policy Reviewed and updated to reflect subjects and outcomes	30/10/2024
7	12/09/2024	Policy Reviewed and updated to reflect subject changes, assessment methodology changes	12/09/2025