



Curriculum Policy

This policy outlines St Piers College's approach for all the young people accessing our College curriculum.

Context of St Piers College

- ✓ St Piers College is a **warm friendly** and unique environment for students aged 19 to 25, providing education to both day and residential students.
- ✓ St Piers College curriculum places the **student at the centre** of all we do, whilst encompassing our College values: BEST: Believe, Empower, Succeed, we do this as a Team.
- ✓ The curriculum is influenced by **Maslow's Hierarchy of Needs** and a **transdisciplinary** approach that ensures interventions are in place to prepare and enable each student to learn and reach their full potential.
- ✓ **Students have a voice** and students of all abilities access the Learner Voice group, contributing towards the operational decisions for the College, sharing ideas and promoting equity for the students. As trusted adults, students are **empowered** and enabled to report worries or concerns.
- ✓ **Students are responsible for their learning** and a 'how can I' attitude is promoted throughout the college. Students are supported to recognise their **potential** and achievements, creating an **inclusive** environment where students are enabled and recognise their strengths.
- ✓ **The Pathways to Adulthood:** Employment, Independent Living, Community Inclusion and Health set the foundations for a **broad and balanced curriculum**.
- ✓ The breadth of the curriculum aims to promote **equality of opportunity**, inspiring learning environments and adaptive learning provide stretch and challenge and opportunities for students to build their confidence.
- ✓ The curriculum offer is designed to prioritise the development of **transferable skills**, with opportunities to apply knowledge and skills in a range of practical situations, in line with individual student interests.
- ✓ The curriculum provides a **transition** programme that aims to inspire and promote the development of **aspirations and interests**, empowering each student to maximise their potential.
- ✓ **Personalised programmes** are carefully crafted using information from initial assessments, baseline assessments, attendance at taster sessions and the young person's future **aspirations and interests**.
- ✓ **Personal & Social Development (PSD)**, in preparation for their future, students to work towards personalised programmes including Relationships and Sex Education (RSE), wellbeing, life skills, functional skills and work-related skills.
- ✓ Students are encouraged to partake in activities and events that deepen their appreciation of all aspects of **fairness and respect** for others.
- ✓ **Enrichment events** incite an appreciation of different abilities, religions, cultures, and LGBTQ+. Enlightening students and empowering them to form their own **beliefs and values**.
- ✓ Bespoke **Relationships and Sex Education (RSE)** programmes are reviewed and aligned to current events, media, and trends. Programmes are tailored to meet individual need, students develop an awareness of themselves and others, learning how to engage and maintain positive, healthy, and safe relationships.
- ✓ **Accessible learning experiences** and improved outcomes for the young people, are supported by a range of practical resources and interventions which are enhanced by the widely recognised Autism Education Trust (AET) progression framework.
- ✓ Use and development of **Information and Learning Technology** is promoted throughout the curriculum providing stimulating learning opportunities, equality of access, increasing independence and making choices.
- ✓ **Employability and work skills** discussed with the student and **Careers**, Education, Information, Advice and Guidance (CEIAG), empower students to make decisions about their learning and future lives. A wide range of realistic, meaningful **work experience** placements are available matching students' aspirations and abilities on campus and off-site. The **Enterprise** Project adds an additional layer to work related learning and transferrable work skills.
- ✓ **Volunteering roles** through the **Supported Internship** Programme, present students with opportunities to achieve sustainable paid employment by equipping them with the knowledge and skills they need for work, through learning in the workplace.
- ✓ The curriculum offer is enhanced by complementary **qualifications** and/or non-accredited learning opportunities.
- ✓ The curriculum is enriched by **Mainstream colleges** courses providing external courses and experiences to further develop interests and work skills.
- ✓ **Training** is intrinsically linked to the students' achievements and staff's self-satisfaction and actualisation. Staff are encouraged to investigate, **research** and access training in relation to their role and expertise.

INTENT

St Piers College Purpose

To prepare young people to be successful and valued members of their community.



Our College Values

Believe
Empower
Succeed

Our aims and objectives:

Our aim is to ensure each young person at St Piers College believes in themselves and is empowered to succeed.

Our objectives:

To encourage self-belief, empowering young people to achieve enabling them to

- ✓ prepare for the next stages of their life, to be successful and valued members of their community.
- ✓ recognise their rights and responsibilities within different contexts, to know how to voice their opinions and ideas and where to get support.
- ✓ access personalised programmes linked to their aspirations, EHCP outcomes, preferences, and interests.
- ✓ explore a range of realistic, innovative, and exciting learning opportunities in real life contexts.
- ✓ recognise their strengths in work-based activities informing realistic ideas and aspirations.
- ✓ be empowered and confident to make informed choices and decisions throughout their lives.
- ✓ improve their understanding of equality and diversity, to respect and appreciate the enrichment of different cultures, religions, gender, and disabilities, recognising the importance of equal opportunities for everyone.
- ✓ form their own beliefs/values, recognising and appreciating others.
- ✓ take responsibility for their health and wellbeing encouraging a happy and positive lifestyle.
- ✓ take responsibility for their physical and emotional wellbeing improving resilience and ability to participate positively in their local communities.
- ✓ understand the impact they, and others, can have on the environment, to develop an understanding of how to contribute to a safe, healthy environment.
- ✓ learn about personal safety in the home and community including safe use of technology, using equipment safely, accessing the community safely.
- ✓ develop an awareness of themselves and others, how to engage and maintain positive, healthy, and safe relationships.
- ✓ learn how to use and improve transferrable functional skills in numeracy, literacy, communication, and IT throughout their college journey.
- ✓ complete practical and relevant everyday living and life skills as independently as possible in line with their aspirations.

College values

Our college values are embedded in our curriculum and in everything that our students do.

Believe

Young people at the centre of everything we do:

Recognising the young person's ability to aspire and succeed encourages **self-belief**, the young person recognises their strengths.

Empower

Working together to make a greater difference:

Personalised, innovative, and exciting opportunities prepare young people for the next stage of their life, the young person is **empowered** embracing opportunities to achieve.

Succeed

We are courageous and ambitious for change:

The young person is **successful** reaching their full potential and achieving their ultimate goal, they become a valued and content member of their community.

How will we do this? As a

Team.

BEST, together we achieve.

This is what the **students and staff** say our **values** look like for St Piers College.

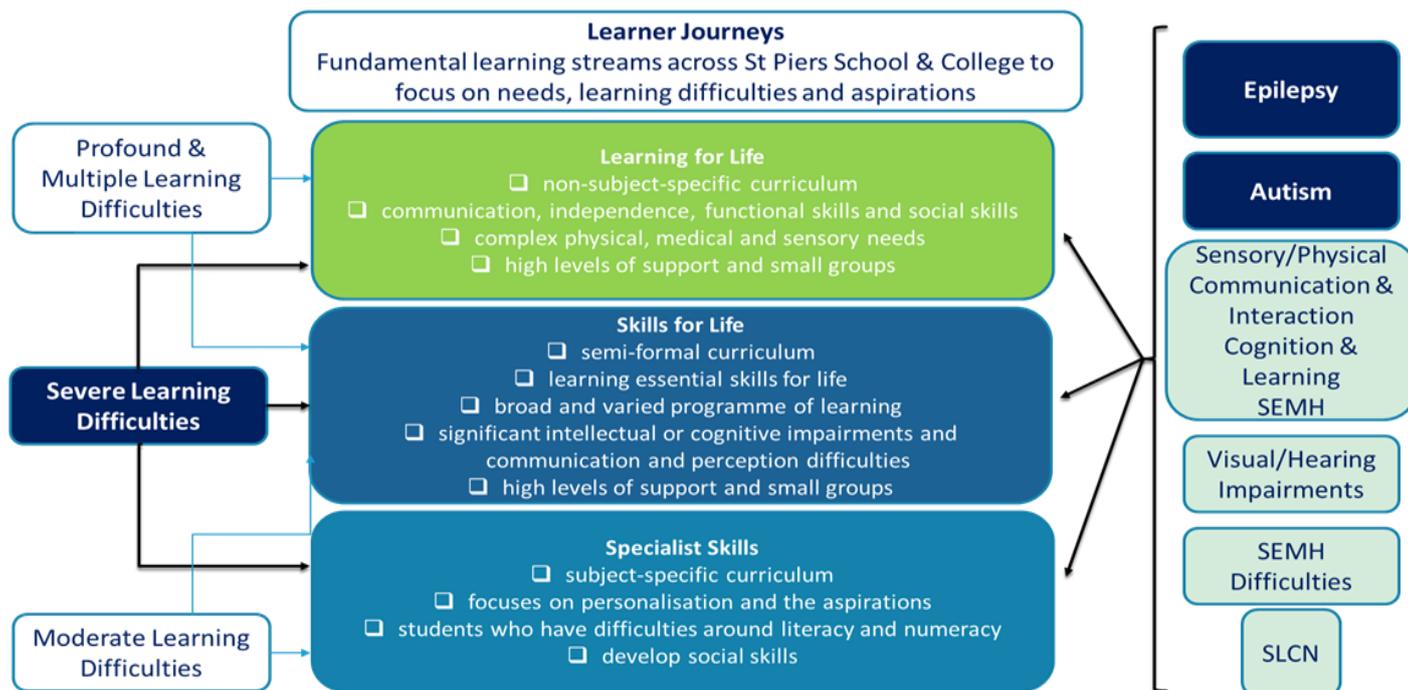


IMPLEMENTATION

Curriculum and Inclusion

St Piers College provides a three-tiered curriculum, Informal, Semi-Formal and Formal, these are called learner journeys. A transdisciplinary approach to learning is embedded throughout the young person's learner journey. The model allows students to move seamlessly through the journeys to create a personalised programme of study. This in turn provides access to a range of learning opportunities and optimum learning outcomes for the young person.

Context: Learning difficulties, needs & St Piers Learner Journeys



The curriculum is influenced by Maslow's Hierarchy of Needs, placing importance on the young person's wellbeing and needs enabling them to access learning to achieve to the best of their ability. The curriculum is designed to incorporate a transdisciplinary approach that includes the student and their families, local authorities, the education team, residential staff, therapy, and safeguarding teams. Interventions are in place to prepare and enable each student to learn and reach their full potential in a safe, stimulating, and inspiring environment.

St Piers College prides itself on the personalised approach embraced throughout the college and the curriculum. Students have a voice, and students of all abilities access the Learner Voice group. The group contributes towards the operational decisions, they share ideas, work on equity for the students and are asked to comment on new developments. Students have worked with the branding team to create the College logo; they've worked closely with the architect to plan the college developments. They are also, valued participants providing feedback to awarding bodies including the Inclusion Quality Mark (IQM) and Challenge Partners review.

Personalised programmes are carefully crafted using information from initial and baseline assessments, attendance at taster sessions, and aligning the young person's future aspirations and interests. Students are responsible for their learning, planning their targets and using choice sheets to plan the subjects they would like to work towards. A 'how can I?' attitude is prevalent within the student body and the staff team. Students are supported to recognise their potential and achievements, creating an inclusive environment where students are enabled and recognise their strengths.

Interventions:

<ul style="list-style-type: none"> ▪ Speech & Language Therapy ▪ Augmentative Alternative Communication (AAC) ▪ Intensive interaction ▪ iPads/curriculum apps ▪ Visual timetables / now and next ▪ Makaton – signing ▪ Eye Gaze technology 	<ul style="list-style-type: none"> ▪ Psychology support ▪ Team Around the Learning (TAL) meetings ▪ Wellbeing meetings ▪ Positive behaviour support ▪ Emotional Literacy Support Assistant (ELSA) ▪ Sensory stories 	<ul style="list-style-type: none"> ▪ Occupational therapy ▪ Physiotherapy ▪ Rebound therapy ▪ Sensory circuits ▪ Tacpac ▪ Story Massage
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Learning is accessible for everyone, the education and therapy teams work in collaboration to produce reachable environments that are conducive to learning. This produces enhanced engagement and learning through intensive interaction, social stories, communication aids, switches, visual resources, eye gaze and signing.

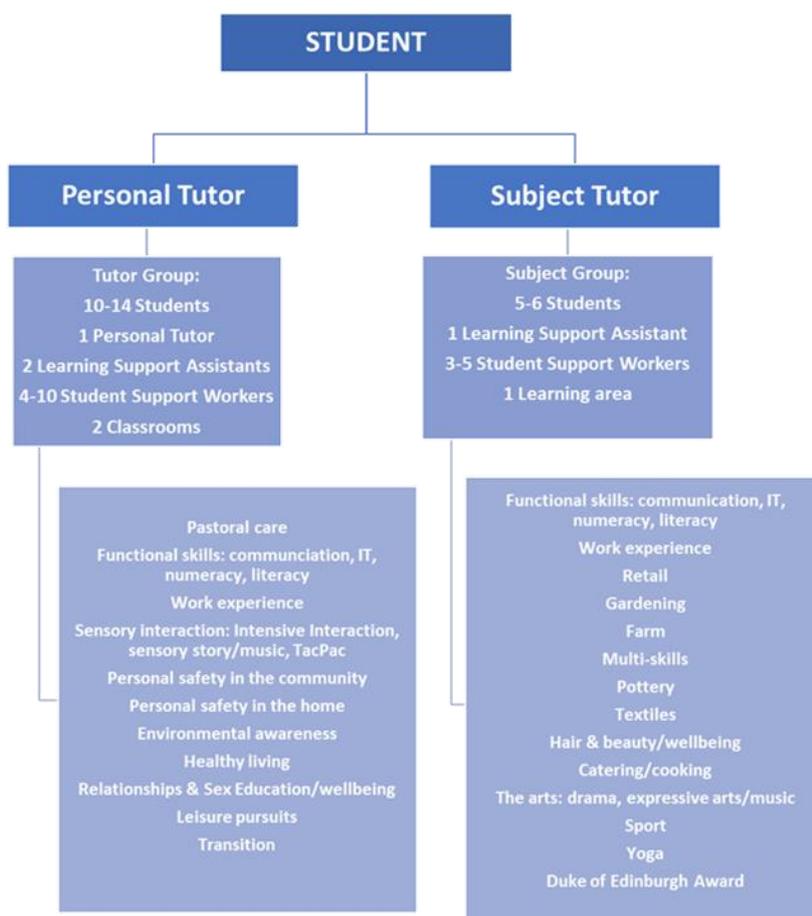
In addition, Team Around the Learner (TAL) and Wellbeing meetings provide interventions and strategies enabling students to access learning to their full potential. An autism-focused service promotes accessible learning, improved learning experiences and enhanced outcomes for the young people with autism and other learning difficulties.

The college incorporates the widely recognised progression framework developed by the Autism Education Trust (AET), this includes a range of practical resources underpinned by current research into good autism practice and established and endorsed by the Department for Education (DfE).

The personalised curriculum goes far beyond differentiation. It is identification of each individual students needs at their current point in life. The process of assess, plan, teach, assess, review is deeply embedded and evidenced in practise. We actively ask questions and seek out answers for how to best help students learn and take their next steps. This process actively involves the transdisciplinary team.

Curriculum Design

Personal Tutors and Subject Tutors work with Learning Support Assistants (LSAs) and Student Support Workers (SSWs) to plan for teaching, learning and assessment. The Personal Tutor builds a Personal and Social Development (PSD) programme for each student. They liaise with students, parents, therapy, the medical team, and external parties, factoring in the pastoral care, wellbeing, and transitions for each young person.



The Personal Tutor introduces the college day with CORE (Communication, Organisation, Registration and Engagement) time. CORE time further supports the young person's preparation for learning by allowing time for sensory integration, therapy interventions, and understanding the day ahead through social stories, now/next systems or written/or visual timetables. The Personal Tutor will organise daily PSD sessions, these may include or be a combination of learning in personal safety in the home or community, environmental awareness, leisure pursuits and hobbies, personal care, health and wellbeing, rights and responsibilities, Relationships and Sex Education (RSE).

Residential students access a waking day curriculum through collaborative working with college and residential staff to ensure effective teaching and learning and progress. Key objectives are shared and worked on in relation to the students EHCP targets, PSD, life skills and independence. Students' progress is monitored through a transdisciplinary approach.

The LSAs and SSWs bring a multitude of skills and knowledge enriching the students' experiences. They understand and fulfil their role to support students to access learning and to achieve as independently as possible in preparation for the next stage of their life. The staff team are professional, dedicated, and motivated, this creates a safe working environment, teamwork, and a wonderful upbeat atmosphere.

The Subject Tutors provide captivating and exhilarating learning experiences. They specialise in an array of topics to engage and inspire young people. These include, art, pottery, expressive arts, drama, textiles, fleece to fibre project, multi-skills, horticulture, the farm, cooking, sport, personal care, and wellbeing. Accredited and non-accredited programmes are available to learn valuable, transferrable, and relevant work skills, functional skills – numeracy, literacy, IT, and communication.

Curriculum Areas

Employment Independent Living Community Inclusion Healthy Living

Enablers

Therapies Sensory Integration Wellbeing Yoga Personal Care Drama Expressive Arts
Art Pottery Farming Gardening Multi-skills Textiles Fleece to Fibre Sport & Leisure
Functional Skills Work Based Learning Work Experience Internships

Skills

Independence Personal Safety
Communication Numeracy Literacy IT Work
Self-Awareness Interaction Turn Taking Making Choices Problem Solving

Impact

The college curriculum allows the students learning to evolve into an exciting journey bespoke and personal to them. The young person invests in a journey of learning, from their starting point, the intent – what they know, want to learn, and achieve, implementation – how they are going to learn and achieve their goals, through to the impact of learning – achieving their aspirations. The transition programme and journey are captured through the 'My Learning Journey' record, this includes information gathered from prior attainment and reports from previous placements together with the colleges clerking in process, initial assessment, and baseline assessments. The information together with the student choices, interests, and aspirations; informs the planning for teaching, learning and assessment for each individual student.

The students are tracked along their learning journey using the target recording system Earwig Academic that supports individualised assessments, measurement of engagement as well as progress and setting targets towards EHCP outcomes. Student progress is also tracked through Earwig assessment frameworks including AET, numeracy and literacy. St Piers College has designed an additional framework to monitor and review progress for students accessing the learning for life learner journey.

Personalised learning is delivered based on each individual's needs and aligned to changes in the world around us. A range of useful and transferrable skills including functional, practical and independence skills are taught in preparation for the next stage of the person's life. The curriculum offer is enhanced by complementary qualifications and/or non-accredited learning opportunities. The Laser award and certificate provides the breadth and variety of units meaningful and relevant learning for of all student abilities. Other qualifications validate learning in functional skills. The curriculum is enriched by Mainstream colleges courses providing external accredited and non-accredited courses and experiences to further develop interests and work skills. Accredited courses are listed below:

Awarding body:	Qualification:
LASER	<ul style="list-style-type: none">▪ Entry Level Award in Independent Living (Entry 1,2,3)▪ Entry Level Certificate in Independent Living (Entry 1,2,3)▪ Entry Level Award in Personal Progress (Entry 1)▪ Entry Level Award in Participating in Learning (Entry 2)▪ Entry Level Award in Preparing to Get a Job (Entry 2)▪ Entry Level Award/Certificate for Learning Employability and Progression (Entry 3)
Pearson Edexcel	<ul style="list-style-type: none">▪ Functional skills qualification (Entry Level)

Behaviour and attitudes of the students and staff are exceptional. Students partake in activities and events that deepen their appreciation of all aspects of fairness and respect for others, these include Anti Bullying Week, Safer Internet Day, Purple Day (Epilepsy Awareness), Red Nose Day and St Piers College Sunflower Appeal (donations for Ukraine). Enrichment events and RSE lessons incite an appreciation of different abilities, religions, cultures, and LGBTQ+. Events include the UK Saint Days of St George, St Patrick, St Andrew and St David, Black History month, Christmas, The Chinese New Year, Ramadan, Easter, and International day – a celebration of the countries from around the world. Enlightening students and empowering them to form their own beliefs and values.

The RSE curriculum is under constant review to plan programmes aligned to relevant, current events, media, and trends. Bespoke personalised RSE programmes are tailored to meet individual need, students develop an awareness of themselves and others, learning how to engage and maintain positive, healthy, and safe relationships. As trusted adults, students are empowered and enabled to report worries or concerns. Highly trained staff align safeguarding to RSE and further learning for individual students.

Students receive Careers Education, Information, Advice and Guidance (CEIAG). The specialist service supports and empowers students to make decisions about work related learning towards their futures. Work experience placements are aligned with student aspirations and abilities. Placements are offered on campus and off-site, to engage students in tasks enabling them to experience and make realistic and informed choices about the next stage of their life.

It is possible for some students in their final year to progress towards the Supported Internship Programme. The programme is designed for students to engage in volunteering roles within their local community. The aim of the programme is for students to achieve sustainable paid employment by equipping them with the knowledge and skills they need for work, through learning in the workplace.

The College Enterprise Project adds another layer to work related learning. The project gives students a free range to explore and research in order to decide their business design. Valuable work related and transferrable skills are learnt during the creation, marketing, advertising, and selling of their product. Students are keen to rise to the challenge and their enthusiasm creates a fun and competitive event!

Outcomes for Students:

- Achieving their aspirations in work, life, and relationships.
- Being successful and valued members of the community.
- Recognising their rights and responsibilities and how to practice these in the community.
- Being confident to make informed, realistic choices and decisions throughout all areas of their lives.
- Being courageous and confident to take risks and explore new opportunities.
- Respecting and showing an appreciation for the enrichment of different cultures, religions, gender, and disabilities, recognising the importance of equal opportunities for everyone.
- Understanding the importance of and following their own beliefs and values, whilst respecting others.
- Participating in activities that will contribute and maintain a healthy and positive lifestyle.
- Taking responsible for their physical and emotional wellbeing by participating positively in their local communities.
- Contributing to a safe, healthy environment and appreciating their surroundings.
- Being as independent as possible throughout every-day living, using technology and equipment safely in the home.
- Accessing and enjoying the community and facilities safely and as independently as possible.
- Enjoying healthy relationships, making new friends, and maintaining existing relationships.
- Transferring and continuing to use the skills that they have learnt in communication, numeracy, literacy, and IT functionally throughout all aspects of their life.

Responsibilities	Leadership Team:
College Curriculum & Operations	Franky Baptie, Assistant Principal
Safeguarding & Student Wellbeing	Lisa Bush - Adult Pathway Lead
Vocational Learning and Community Inclusion & Independent Careers Advice & Guidance	Wendy Tester - Adult Pathway Lead
Resident Autism Specialist & Accessible Learning	Marie Irvine - Adult Pathway Lead
Transition & Destination	Sasha Ghansam – Personal Tutor & Lead
Accredited Learning	Gary Patterson – Personal Tutor & Lead
Staff Development and Training	Veronica Lovejoy - Adult Pathway Lead
Staff Wellbeing and Mentoring	Leigh Staff – Personal Tutor & Lead

Signed:

Principal, St Piers College & College

Date of review:

Date of next review: