



# **Curriculum Plan 2025–2026**

**Independence, Skills for Life,  
Preparation for Work and  
Supported Internship**

Rachael Roche  
Deputy Head  
Curriculum and Quality

Date Approved / Reviewed:  
September 2025  
Approved by Head Bethany  
Cocken, Quality assured  
by Helen Bramley

## Curriculum Plan 2025-26

### Curriculum Context and Overview

#### Context

The purpose of this paper is to set out the curriculum and learning opportunities offered to learners at Chatsworth Futures Specialist College.

In reviewing our 2024/25 curriculum offer, the Senior Leadership Team (SLT) and Governing Body have considered both the Department for Education's guidance on Study Programmes (2018) and the principles of Preparing for Adulthood (PfA), which states:

***"We believe that young people with SEND should have equal life chances as they move into adulthood. This should include paid employment and higher education, housing options and independent living, good health, friends, relationships, community inclusion, and choice and control over their lives and support."***

Our curriculum reflects these aspirations. It is highly individualised, ambitious, and designed around positive destinations for our learners. Each study programme is differentiated to meet individual needs and complexities, with personalised support provided by a highly skilled, experienced, and multi-disciplinary team.

#### Overview

At Chatsworth Futures, we aim to provide a curriculum and environment where every learner:

- Has access to appropriate guidance and support.
- Can develop their potential and independence.
- Builds confidence and self-esteem.
- Works towards meaningful employment, community inclusion, and fulfilling adult lives.

We adopt a multi-disciplinary team (MDT) approach, ensuring that professionals collaborate closely so the learner remains at the centre of all planning and decision-making. This joint approach supports learners in achieving their **Education, Health and Care Plan (EHCP)** outcomes by developing existing strengths and building new skills.

### **Staffing and Curriculum Support**

The curriculum at Chatsworth Futures is delivered and supported by a highly skilled, multidisciplinary team with diverse expertise to meet the needs of all learners:

- **Head of College** – provides strategic leadership and vision for the college.
- **Governing Body** – offers oversight and guidance with a wide range of skills, meeting regularly to monitor progress.
- **Deputy Head of College (Quality and Curriculum Manager)** – responsible for the quality and delivery of education across all pathways.
- **Deputy Head of College (Pastoral & Engagement Manager / DSL)** – leads on pastoral care, safeguarding, transition in and out, information, advice and guidance (IAG), and employment opportunities including Supported Internships. Works closely with social workers and external agencies to support positive learner outcomes.
- **Senior Teacher (Citizenship Lead)** – leads the Citizenship curriculum, planning theory sessions and coordinating with **DIY Theatre Practitioners** to deliver practical, experiential learning aligned with the Citizenship programme.
- **Senior Teacher (Tutorial & Transition Lead)** – responsible for one-to-one tutorials, Transition Plans, and supporting learners and families through entry and exit transitions.
- **Qualified Teachers** – deliver curriculum content across all pathways.
- **Learning Mentor** – leads the enrichment programme, supports behaviour management, and provides targeted intervention for identified learners.
- **Teaching Assistants (TAs)** – support learners in all classes of the study programme and support learner progress through clear, bespoke targets, and accredited outcomes.

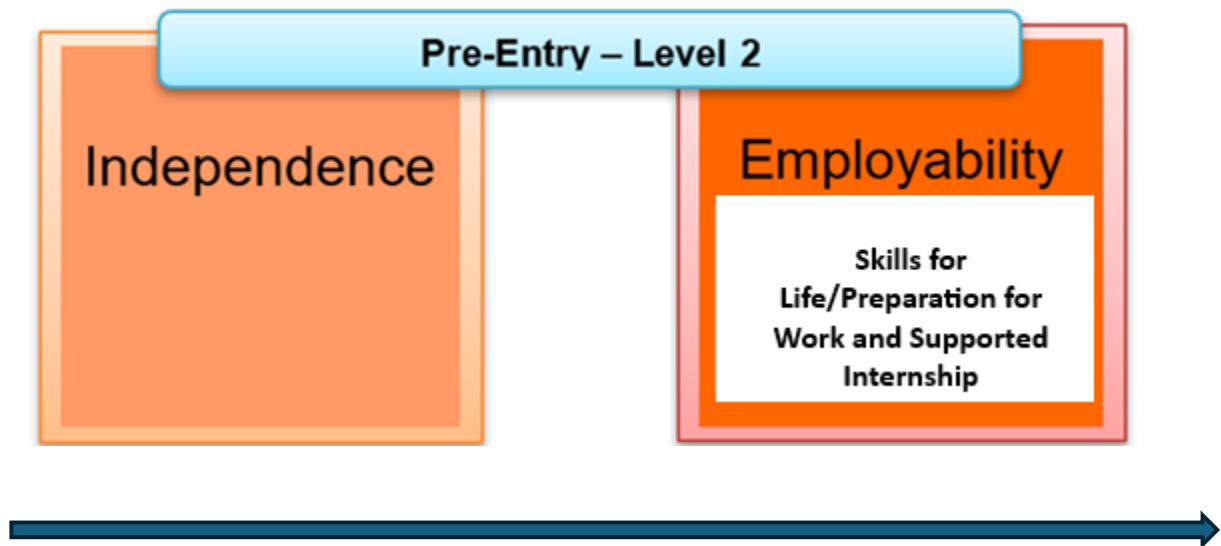
- **Communication Team:** a dedicated team led by two Senior TAs in partnership with the SALT and Quality and Curriculum Manager. The team ensures that learners' communication needs are consistently supported across all pathways.
- **Senior TA – Communication (Employability Pathways):** focuses on Skills for Life, Prep for Work, and Supported Internship pathways.
- **Senior TA – Communication (Independence Pathways):** focuses on the Independence Pathway, embedding targeted communication interventions throughout the curriculum.
- **Senior TA – Internal Work Placements Lead:** oversees internal placement coordination and learner progress.
- **Senior TA – ICT Lead:** ensures learners develop practical ICT skills, supporting curriculum integration.
- **Speech and Language Therapist (SALT)** – develops learners' communication and social interaction skills.
- **Occupational Therapist (Sensory Specialist / OT)** – supports learners' sensory processing and functional skills development.
- **Senior Job Coach** – supports learners in developing employability skills, coordinating internal and external placements, and mentoring learners towards sustainable employment.
- **DIY Theatre Practitioners** – provide practical, experiential learning to reinforce Citizenship theory delivered by the Personal Tutors.
- **Sports Development Officer (Manchester United Foundation)** – coordinates enrichment, physical education, and sporting opportunities.

## **Expectations Whilst on Programme**

During their time at Chatsworth Futures Specialist College, learners can expect:

- To learn in an environment that is safe, inclusive, and free from bullying, harassment, or discrimination.
- To be listened to, valued, and respected by all members of the college community.
- To receive a comprehensive induction to the college, its services, staff, and their programme of study.
- A person-centred approach, resulting in an individualised learning programme that is tailored to their needs, interests, and aspirations.
- A variety of learning opportunities that enable them to play an active role in their own learning journey.
- Access to high-quality, specialist resources and equipment to support engagement and achievement.
- Both academic support and personal care support, enabling successful progression through their study programme.
- Information, advice, and guidance (IAG) on progression, transition, and future opportunities, both internal and external.
- Access to specialist therapy where required (e.g., speech and language, occupational therapy).
- Opportunities for external learning experiences, including work placements or Supported Internships.
- Independent travel training where appropriate, to build confidence and autonomy.
- Learning in high-quality teaching and learning environments designed to meet a range of needs.
- Referral to specialist services where additional support is needed.
- Consistent assessment and constructive feedback to support progress and celebrate achievements.
- Regular liaison with families and carers, ensuring a joined-up approach to learning and wellbeing.

## Pathways of Learning



Chatsworth Futures works with learners from pre-entry level through to Level 2. Pathways are flexible and non-linear, enabling learners to access the level of study most suited to their assessed skills and needs.

The **Pathways of Learning** are:

### **Independence**

#### **2 Groups-**

**Independence 1 and Independence 2.**

### **Employability**

#### **4 Groups-**

**Skills for Life 1 and Skills for Life 2.**

**Preparation for Work 1 and Preparation 2**

**Supported Internship.**

Within each pathway, learners develop Core Skills, which are embedded across the curriculum:

- **Communication**
- **Personal and Social Development**
- **Independence**
- **Employability**
- **English**
- **Maths**
- **ICT**

Learners follow a bespoke timetable of activities, combining pathway subjects in line with their individual goals, aspirations, and EHCP outcomes.

In addition, learners benefit from regular pastoral support, including group and/or one-to-one tutorials and dedicated citizenship sessions, which promote wellbeing, resilience, and active participation in college life.

## Independence Pathway (2 GROUPS)

- **Age:** 19–25
- **Programme Duration:** Rolling three-year programme; learners re-enrol year on year depending on progression
- **Milestone / Level:** Entry Level

Learners typically require support with personal, social, and emotional development, independence, and practical life skills. All have EHCPs with goals focused on communication, wellbeing, and life skills.

### Intent

The **Independence Pathway** is designed to support young people to live as independently as possible beyond college. It promotes a wide range of self-help, communication, and social skills, enabling learners to develop the confidence, resilience, and practical abilities needed for adult life.

Learners benefit from:

- A person-centred curriculum tailored to their needs and EHCP outcomes.
- A three-year rolling programme, aligned with the *Preparing for Adulthood (PfA)* framework, covering themes such as Healthy Living, Living in the Community, My Voice, Leisure, and Staying Safe.
- Therapy-informed practice, where specialist staff model best approaches to communication, regulation, and skill development.
- Assessment through RARPA, with progression onto Open Awards qualifications where appropriate.

### Curriculum Delivery

## Communication

- Daily communication sessions linked to the college's **Signing Strategy** (greetings, introductions, days/months, Zones of Regulation, feelings).
- Standalone sessions tailored to individual communication needs, supported by Speech and Language Therapy.
- Focus on expressive and receptive language, social interaction, and Total Communication approaches.

## Numeracy

- Weekly discrete numeracy session, linked to real-life contexts (shopping, money, time, cooking).
- Numeracy embedded into other areas of learning, particularly Enterprise.
- Baseline and diagnostic assessment to identify gaps; accredited routes where appropriate.

## Independent Life Skills: Home & Community

### Home

Learners develop practical skills to support future independent living in a realistic, on-site environment that replicates a typical flat, including a kitchen, dining room, bedroom, and lounge. Sessions focus on:

- Preparing basic meals and using kitchen equipment safely.
- Laundry, cleaning, and general household management.
- Making decisions to maintain and run a home independently.

### Community

Learners explore the world around them using a range of public transport and develop the skills to function independently in various social settings. Activities include:

- Travel skills and learning how to stay safe in the community.
- Visits to local amenities such as shops, parks, bowling alleys, cinemas, and swimming pools.

- Experiencing essential life locations, including dentists, doctors, banks, hairdressers, and hospitals.
- Where appropriate, learners receive formal Independent Travel Training, gradually reducing staff support as they build confidence travelling independently to and from specified locations.

### **Independent Life Skills: Self-Care**

- Personal hygiene, dressing, health, and wellbeing.
- Understanding safety and how to seek help appropriately.
- Fine motor skills embedded across activities.

### **Social Enterprise**

- Learners participate in small business or enterprise projects.
- Activities include market research, customer care, stock management, health and safety, and profit-making.
- Builds teamwork, problem-solving, and basic business skills.

### **Horticulture**

- Delivered as a vehicle for developing transferable skills, rather than training learners to become gardeners.
- Provides a purposeful context for embedding wider curriculum aims and individual targets.
- Enables development of core communication, teamwork, and problem-solving skills through practical tasks.
- Offers opportunities to consistently apply health and safety knowledge and use PPE appropriately.
- Supports learners in following multi-step instructions and making independent, informed choices.
- Ensures skills developed are transferable, contributing to broader personal, social, and vocational progress

### **ICT Skills**

- ICT embedded across the curriculum.

- E-safety and online safety delivered regularly.
- Access to assistive technology; accreditation where appropriate.

## Work Experience

- Where appropriate, internal placements tailored to learner aspirations.
- Supported application and interview process to promote employability skills.
- Supervised by staff with ongoing feedback from the Employment Team.
- Opportunities to progress to external placements if appropriate.

## Tutorial, Transition & Citizenship

### One to One Tutorials and Transition

- Half termly tutorials support learners with personal targets, progress reviews, and planning for transition into adulthood.
- Learners may not always benefit from a traditional one-to-one tutorial, as the format can sometimes be too complex. Instead, the personal tutor collaborates closely with therapists, families, and other professionals to record observations and outcomes. This coordinated approach ensures that progress is effectively captured and used to inform each learner's targets, support their development, and plan for their next destination post college life.
- Transition planning is carried out in partnership with families, social workers, and supported living providers, ensuring positive destination outcomes.
- Dedicated Social Care Week: Learners have a planned week off timetable to explore settings and services relevant to life after college. This includes visits and activities related to sports, housing, and social care services, providing learners with practical experience and informed choices about the options available to them post-college.

### Citizenship Cycle

Citizenship is delivered through a structured cycle, ensuring learners develop the knowledge, skills, and behaviours needed for safe, healthy, and fulfilling adult lives. Topics include:

- Relationships and Sex Education (RSE).
- Staying safe in the community and online.
- Anti-bullying and recognising abuse.
- PREVENT and British Values.
- Rights, responsibilities, and participation in society.

### **Signing Strategy in Citizenship**

Every Citizenship session begins with the college's Signing Strategy, embedding a Total Communication approach. Learners use signs, symbols, and speech to strengthen understanding of safeguarding and safety themes.

- Safe Person Strategy: Learners identify trusted adults (e.g. DSLs) and describe behaviours using Colourful Semantics (e.g. "kind person," "bad person").
- Key verbs: Learners explore concepts such as "lie" and "trust," supporting decision-making in relationships and safety.
- Online Safety Strategy: Learners are introduced to key signs, words, and symbols related to online safety (privacy, consent, stranger danger, safe use of technology).

### **DIY Drama and Citizenship**

DIY Theatre Company staff work closely with personal tutors to extend Citizenship learning through creative, practical drama activities. This provides learners with opportunities to rehearse and explore real-life situations in a safe environment, complementing the theory-based Citizenship sessions delivered by tutors.

- Example: A Citizenship theme on "safe people" may be explored through role-play and storytelling in DIY sessions, allowing learners to practise responses, communication, and decision-making.

### **Individual Target Work**

This session provides our Independence learners with structured but personalised time to explore, understand and practise their Individual Learning Targets. For this cohort, the aim is to develop independence, communication, engagement and functional skills through short, meaningful tasks supported by specialist staff. The session gives learners the time, repetition and calm environment they need to consolidate learning without

the pace and demands of a traditional subject lesson. This contributes to the FE ethos of choice, autonomy and adult-appropriate learning.

Learners access carefully selected, sensory and functional resources linked to their personal targets—for example: early money skills, sequencing tasks, communication prompts, and preparation for adulthood routines. Staff use symbol-supported instructions, signing, and personalised visuals to ensure tasks are accessible.

To maximise engagement, the session increasingly incorporates structured TEACCH-style work systems (e.g., completed/working/finished trays), enabling learners to work through manageable tasks and maintain focus across the whole session.

Support staff play a central role, modelling communication, preparing differentiated materials and capturing evidence on digital platforms. Teachers use this protected time to deliver 1:1 interventions, complete reviews, and refine next-step planning.

Learners develop greater ownership of their targets by handling visuals, interacting with real-life objects and working at their own pace. Staff consistency and clear structure reduce anxiety and support progress. Evidence captured during this session directly informs half-termly target reviews and supports robust progression mapping. The calm, FE-style environment promotes regulation, independence and pride in achievement.

## Enrichment

Enrichment activities and social time support students' personal, social, and emotional development, while providing practical opportunities to apply core learning targets in engaging, real-world contexts.

### **Provision:**

- **Weekly Sports Sessions:** To develop physical skills, teamwork, and confidence.
- **Lunchtime & Off-Timetable Activities:** Including Sing & Sign, Healthy Living days, Sports Day, Cultural Days, and "Chat's Got Talent," fostering creativity, communication, and wellbeing.

- **Peer Interaction Opportunities:** Structured opportunities to mix with students from other pathways, enhancing social skills, cooperation, and peer learning.
- **Timetabled Enrichment Sessions:** Collaborative projects with Salford Community Leisure, use of the school hydro pool, and Forest School activities with Incredible Education, providing practical, hands-on learning.
- **Social & Core Skills Time:** A dedicated session in the afternoon where learners work on core targets in a more mature, independent way, applying her learning to real-life and social contexts. This approach aligns with how she thinks and learns best—through practical, experiential, and socially interactive activities.

Through a blend of structured activities and flexible, student-centred sessions, students develop confidence, independence, social communication, and physical skills while reinforcing core curriculum objectives.

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### Impact and Outcomes

- Increase independence in daily living and self-care.
- Communicate more effectively and regulate emotions.
- Participate confidently in their community.
- Achieve accreditation where appropriate.
- Prepare for positive destinations, including supported living, community participation, and lifelong learning opportunities.
- Learners achieve bespoke targets and goals.

## Employability

### Skills for Life (2 Groups)

- **Age:** 19–25
- **Programme Duration:** Rolling three-year programme; learners re-enrol year on year depending on progression
- **Milestone / Level:** Entry Level

Learners typically require support with personal, social, and emotional development, independence, and practical life skills. All have EHCPs with goals focused on travel training, relationships and safety, preparing for work, and independent living skills.

#### Intent

Skills for Life Pathway 2 is designed to help learners develop foundational employability skills and explore work opportunities through a combination of internal and external placements, enterprise activities, and dedicated employability sessions. Learners gain practical experience of workplace tasks, understand employer expectations, and build confidence in applying these skills in real-life contexts.

The pathway also prepares learners for adult life by supporting the development of:

- Positive relationships and social communication skills
- Emotional resilience and independence
- Workplace behaviours and employability skills
- Safety awareness and community participation

Through a three-year rolling programme aligned with the Preparing for Adulthood (PfA) framework, learners engage with termly themes such as Healthy Living, Living in the Community, My Voice, Leisure, and Staying Safe, reinforcing learning across all areas. There is a strong emphasis on social and emotional skills, resilience, and practical workplace behaviours.

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#### Curriculum Delivery

##### Employability Skills and ICT

- Weekly sessions focused on practical workplace tasks, teamwork, and positive behaviours in the workplace.
- Introduction to job applications, interviews, and employer expectations.
- Visits from guest speakers and employer tasters.
- Accreditation opportunities tailored to learner needs (e.g., Customer Care, Health & Safety, Food Hygiene).
- Employability skills are reinforced through ICT lessons, embedding digital competence alongside workplace learning.

### **Work Experience**

- Minimum of one weekly internal placement, with the option to progress to external placements.
- Staff support learners through applications, interviews, and understanding workplace expectations. Learners engage in dedicated, planned curriculum sessions where they participate in a formal, competitive process to apply for roles. Following this, structured sessions are provided to help learners develop strategies for managing disappointment, coping with setbacks, and reflecting on the experience to build resilience and employability skills.
- Work Experience and Enterprise sessions develop teamwork, enterprise skills, problem-solving, and understanding basic business processes
- Emphasis on confidence-building and developing transferable skills in a smaller, supportive setting.
- Learners have a dedicated week off timetable for Skills Week. This enriched week provides learners with practical exposure to realistic workplace industries, giving them insight into potential career paths and opportunities they can progress into after college.

### **Functional Skills: English & Maths**

All learners participate in a minimum of one weekly discrete session to develop literacy, numeracy, and digital skills. Learners' precise starting points are identified using nationally recognised assessment tools (e.g., BKS) or Excellence Gateway resources, enabling targeted support to address

individual skills gaps. Where appropriate, learners are entered for accredited pathways that build on prior achievements. English and mathematics skills are also embedded across all curriculum areas, ensuring learners apply literacy and numeracy in practical, real-life and vocational contexts.

## **Independent Life Skills: Home & Community**

### **Home**

Learners develop practical skills to support future independent living in a realistic, off-site environment that replicates a typical flat, including a kitchen, dining room, bedroom, and lounge. Sessions focus on:

- Preparing basic meals and using kitchen equipment safely.
- Laundry, cleaning, and general household management.
- Making decisions to maintain and run a home independently.

### **Community**

Learners explore the world around them using a range of public transport and develop the skills to function independently in various social settings.

Activities include:

- Travel skills and learning how to stay safe in the community.
- Visits to local amenities such as shops, parks, bowling alleys, cinemas, and swimming pools.
- Experiencing essential life locations, including dentists, doctors, banks, hairdressers, and hospitals.
- Where appropriate, learners receive formal Independent Travel Training, gradually reducing staff support as they build confidence travelling independently to and from specified locations.
- Learners identified as ready receive dedicated travel training from senior TAs and job coaches who have completed specialist training through the local authority, ensuring tailored support as they develop independent travel skills.

## **Tutorial, Transition & Citizenship**

### **One to One Tutorials and Transition**

- Half termly tutorials support learners with personal targets, progress reviews, and planning for transition into adulthood.
- Learners may not always benefit from a traditional one-to-one tutorial, as the format can sometimes be too complex. Instead, the personal tutor collaborates closely with therapists, families, and other professionals to record observations and outcomes. This coordinated approach ensures that progress is effectively captured and used to inform each learner's targets, support their development, and plan for their next destination post college life.
- Transition planning is carried out in partnership with families, social workers, and supported living providers, ensuring positive destination outcomes.
- Dedicated Social Care Week: Learners have a planned week off timetable to explore settings and services relevant to life after college. This includes visits and activities related to sports, housing, and social care services, providing learners with practical experience and informed choices about the options available to them post-college.

### **Citizenship Cycle**

Citizenship is delivered through a structured cycle, ensuring learners develop the knowledge, skills, and behaviours needed for safe, healthy, and fulfilling adult lives. Topics include:

- Relationships and Sex Education (RSE).
- Staying safe in the community and online.
- Anti-bullying and recognising abuse.
- PREVENT and British Values.
- Rights, responsibilities, and participation in society.

### **Signing Strategy in Citizenship**

Every Citizenship session begins with the college's Signing Strategy, embedding a Total Communication approach. Learners use signs, symbols, and speech to strengthen understanding of safeguarding and safety themes.

- Safe Person Strategy: Learners identify trusted adults (e.g. DSLs) and describe behaviours using Colourful Semantics (e.g. "kind person," "bad person").
- Key verbs: Learners explore concepts such as "lie" and "trust," supporting decision-making in relationships and safety.

- Online Safety Strategy: Learners are introduced to key signs, words, and symbols related to online safety (privacy, consent, stranger danger, safe use of technology).

### **DIY Drama and Citizenship**

DIY Theatre Company staff work closely with personal tutors to extend Citizenship learning through creative, practical drama activities. This provides learners with opportunities to rehearse and explore real-life situations in a safe environment, complementing the theory-based Citizenship sessions delivered by tutors.

- Example: A Citizenship theme on “safe people” may be explored through role-play and storytelling in DIY sessions, allowing learners to practise responses, communication, and decision-making.

### **Individual Target Work**

For Skills for Life learners, Individual Target Work bridges the gap between classroom learning and practical preparation for adulthood. The session is designed to develop independence, communication, social skills and functional skills through personalised activities linked to each learner’s targets. It provides a purposeful space where learners gain confidence working independently while still benefiting from skilled support. The overarching aim is to prepare learners for internal work placements, community activities and future pathways.

Learners work on a combination of functional skills (e.g., maths and literacy), personal development targets and preparation for adulthood routines. Staff set up individualised stations with accessible materials—symbolised prompts, structured tasks, real-life props and ICT—enabling learners to revisit and practise their targets at their own pace.

Because many Skills for Life learners benefit from semi-structured approaches, support staff guide learners through short achievable tasks, while teachers use the session to carry out tutorials, target reviews or personalised coaching. The session maintains a calm, FE-oriented environment where expectations are adult-appropriate and learning feels purposeful rather than teacher-led.

Learners develop stronger understanding of their targets and take increasing ownership over their personal goals. They learn how to apply functional skills to real contexts, build independence in managing tasks and reflect more confidently during review cycles. The session supports progress towards internal work placements and community access, and strengthens the holistic curriculum by ensuring every learner has regular, meaningful time to focus on their priority skills.

## Enrichment

Enrichment activities and social time support students' personal, social, and emotional development, while providing practical opportunities to apply core learning targets in engaging, real-world contexts.

### Provision:

- **Weekly Sports Sessions:** (available on a bespoke basis if required) to develop physical skills, teamwork, and confidence.
- **Lunchtime & Off-Timetable Activities:** Including Sing & Sign, Healthy Living days, Sports Day, Cultural Days, and "Chat's Got Talent," fostering creativity, communication, and wellbeing.

- **Peer Interaction Opportunities:** Structured opportunities to mix with students from other pathways, enhancing social skills, cooperation, and peer learning.
- **Timetabled Enrichment Sessions:** A weekly programme at the Y Club in Manchester, developed in partnership with the YMCA and our staff. Sessions are co-designed on a week-by-week basis to reflect learner choice and interests, while embedding themes from the Equality & Diversity calendar. Activities include using public transport, accessing local community facilities, visiting museums and libraries, and engaging in creative, cultural, and wellbeing experiences. The Y Club environment provides opportunities for students to build resilience, grow in confidence, develop social communication, and learn how to take positive risks in a safe and supportive setting.
- **Social & Core Skills Time:** A dedicated session in the afternoon where students work on core targets in a practical, experiential, and socially interactive way. This approach allows them to apply their learning in real-life and social contexts.

Through a blend of structured activities and flexible, student-centred sessions, students develop confidence, independence, social communication, and physical skills while reinforcing core curriculum objectives.

### Impact and Outcomes

Learners on Skills for Life Pathway:

- Develop initial employability skills and workplace behaviours.
- Gain confidence in internal placements before moving to external settings.
- Build independence and functional life skills.
- Progress towards longer-term voluntary work or supported employment.
- Access accreditation appropriate to their skill level.
- Learners achieve bespoke targets and goals.



## Employability

### Preparation for Work Pathway (2 Groups)

- **Age: 16–25**
- **Programme Duration: Rolling three-year programme; learners re-enrol year on year depending on progression**
- **Milestone / Level: Level 2**

Learners typically require support with personal, social, and emotional development, independence, and practical life skills. All have EHCPs with goals focused on travel training, relationships and safety, preparing for work, and independent living skills.

#### Intent

Preparation for Work is designed to prepare learners for paid employment by developing advanced employability skills and workplace readiness. Learners engage in structured work placements, enterprise activities, and dedicated employability sessions to gain practical experience, understand employer expectations, and build confidence in professional contexts.

The pathway also supports independent adult life by developing:

- Positive relationships and social communication skills
- Emotional resilience and self-reliance
- Workplace behaviours, initiative, and employability skills
- Awareness of safety, rights, and responsibilities within the community

Learners follow a programme aligned with the Preparing for Adulthood (PfA) framework, reinforcing skills across termly themes such as Healthy Living, Living in the Community, My Voice, Leisure, and Staying Safe.

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#### Curriculum Delivery

## Employability Skills & ICT

- Weekly sessions focus on professional behaviours in the work place, teamwork, and workplace tasks.
- Development of job applications, interview techniques, and employer expectations.
- Engagement with guest speakers, employer tasters, and enterprise projects.
- Accreditation opportunities where appropriate (e.g., Customer Care, Health & Safety, Food Hygiene).
- ICT lessons reinforce employability skills through project-based tasks and digital competence.

## Work Experience & Enterprise

- A minimum of 1 – 3 hours per week of external work placement, complemented by internal Enterprise sessions.
- Staff support learners through applications, interviews, and understanding workplace expectations. Learners engage in dedicated, planned curriculum sessions where they participate in a formal, competitive process to apply for roles. Following this, structured sessions are provided to help learners develop strategies for managing disappointment, coping with setbacks, and reflecting on the experience to build resilience and employability skills.
- Focus on applying practical skills, building confidence, and developing transferable employability skills.
- Work Experience – Theory sessions further develop teamwork, enterprise skills, problem-solving, and understanding of business processes.
- Staff support learners to maximise independence and professional behaviours.
- Learners have a dedicated week off timetable for Skills Week. This enriched week provides learners with practical exposure to realistic workplace industries, giving them insight into potential career paths and opportunities they can progress into after college.

## Functional Skills: English & Maths

All learners participate in a minimum of one weekly discrete session to develop literacy, numeracy, and digital skills. Learners' precise starting points are identified using nationally recognised assessment tools (e.g., BKS) or Excellence Gateway resources, enabling targeted support to address individual skills gaps. Where appropriate, learners are entered for accredited pathways that build on prior achievements. English and mathematics skills are also embedded across all curriculum areas, ensuring learners apply literacy and numeracy in practical, real-life and vocational contexts.

### **Independent Life Skills: Home & Community**

#### **Home**

Learners develop practical skills to support future independent living in a realistic, off-site environment that replicates a typical flat, including a kitchen, dining room, bedroom, and lounge. Sessions focus on:

- Preparing basic meals and using kitchen equipment safely.
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#### **Community**

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- Visits to local amenities such as shops, parks, bowling alleys, cinemas, and swimming pools.
- Experiencing essential life locations, including dentists, doctors, banks, hairdressers, and hospitals.
- Where appropriate, learners receive formal Independent Travel Training, gradually reducing staff support as they build confidence travelling independently to and from specified locations.

### **Tutorial, Transition & Citizenship**

#### **One to One Tutorials and Transition**

- Half termly tutorials support learners with personal targets, progress reviews, and planning for transition into adulthood.

- Learners may not always benefit from a traditional one-to-one tutorial, as the format can sometimes be too complex. Instead, the personal tutor collaborates closely with therapists, families, and other professionals to record observations and outcomes. This coordinated approach ensures that progress is effectively captured and used to inform each learner's targets, support their development, and plan for their next destination post college life.
- Transition planning is carried out in partnership with families, social workers, and supported living providers, ensuring positive destination outcomes.
- Dedicated Social Care Week: Learners have a planned week off timetable to explore settings and services relevant to life after college. This includes visits and activities related to sports, housing, and social care services, providing learners with practical experience and informed choices about the options available to them post-college.

### **Citizenship Cycle**

Citizenship is delivered through a structured cycle, ensuring learners develop the knowledge, skills, and behaviours needed for safe, healthy, and fulfilling adult lives. Topics include:

- Relationships and Sex Education (RSE).
- Staying safe in the community and online.
- Anti-bullying and recognising abuse.
- PREVENT and British Values.
- Rights, responsibilities, and participation in society.

### **Signing Strategy in Citizenship**

Every Citizenship session begins with the college's Signing Strategy, embedding a Total Communication approach. Learners use signs, symbols, and speech to strengthen understanding of safeguarding and safety themes.

- Safe Person Strategy: Learners identify trusted adults (e.g. DSLs) and describe behaviours using Colourful Semantics (e.g. "kind person," "bad person").
- Key verbs: Learners explore concepts such as "lie" and "trust," supporting decision-making in relationships and safety.

- Online Safety Strategy: Learners are introduced to key signs, words, and symbols related to online safety (privacy, consent, stranger danger, safe use of technology).

### **DIY Drama and Citizenship**

DIY Theatre Company staff work closely with personal tutors to extend Citizenship learning through creative, practical drama activities. This provides learners with opportunities to rehearse and explore real-life situations in a safe environment, complementing the theory-based Citizenship sessions delivered by tutors.

Example: A Citizenship theme on “safe people” may be explored through role-play and storytelling in DIY sessions, allowing learners to practise responses, communication, and decision-making.

### **Individual Target Work**

Individual Target Work plays a critical role for Prep for Work learners by supporting accreditation, employability development and personal target achievement. The intent is to model an authentic FE independent study environment where learners self-manage tasks, prepare for adulthood and demonstrate accountability for their progress. This session is where employability, English, maths and personal development targets come together in a personalised and purposeful way.

Prep for Work learners use this time to work on a range of activities, including:

- Functional maths/English tasks
- Work placement targets
- Employability accreditation
- Digital portfolios
- Preparation for interviews or workplace routines

The session is learner-support led, with staff coaching learners to organise materials, review targets, complete work independently and use evidence platforms to log progress. Teachers use this time for tutorials, 1:1 target discussions and personalised planning, while support staff scaffold tasks, model study skills and help learners understand their next steps.

The atmosphere intentionally mirrors FE independent study sessions—calm, focused and adult-appropriate—with music, flexible seating and clear routines promoting self-management.

Learners sustain concentration, build study skills and develop independence required for supported internships, work placements and adulthood. They become more confident understanding their own targets, preparing for assessments and managing workload. The session provides the structure and protected time needed for high-quality progress tracking, ensuring robust half-termly target reviews and strong alignment to employability outcomes. This contributes significantly to the pathway's progression and destination success.

## Enrichment

Enrichment activities and social time support students' personal, social, and emotional development, while providing practical opportunities to apply core learning targets in engaging, real-world contexts.

### Provision:

- **Weekly Sports Sessions:** (available on a bespoke basis if required) to develop physical skills, teamwork, and confidence.
- **Lunchtime & Off-Timetable Activities:** Including Sing & Sign, Healthy Living days, Sports Day, Cultural Days, and "Chat's Got Talent," fostering creativity, communication, and wellbeing.
- **Peer Interaction Opportunities:** Structured opportunities to mix with students from other pathways, enhancing social skills, cooperation, and peer learning.
- **Timetabled Enrichment Sessions:** A weekly programme at the Y Club in Manchester, developed in partnership with the YMCA and our staff. Sessions are co-designed on a week-by-week basis to reflect learner choice and interests, while embedding themes from the Equality & Diversity calendar. Activities include using public transport, accessing local community facilities, visiting museums and libraries, and engaging in creative, cultural, and wellbeing experiences. The Y Club environment provides opportunities for students to build resilience, grow in confidence, develop social communication, and learn how to take positive risks in a safe and supportive setting.
- **Social & Core Skills Time:** A dedicated session in the afternoon where students work on core targets in a practical, experiential, and socially

interactive way. This approach allows them to apply their learning in real-life and social contexts.

Through a blend of structured activities and flexible, student-centred sessions, students develop confidence, independence, social communication, and physical skills while reinforcing core curriculum objectives.

### **Impact and Outcomes**

Learners on Prep for Work:

- Develop advanced employability skills aimed at achieving paid employment.
- Gain confidence in external placements and internal enterprise activities.
- Apply literacy, numeracy, and digital skills in vocational contexts.
- Develop social, emotional, and practical skills through enrichment and Citizenship activities.
- Access accreditation appropriate to skill level.
- Progression to GFE where applicable.
- Learners achieve bespoke targets and outcomes, supporting progression to paid employment, further education, or supported living as appropriate.

## Supported Internship Pathway

- **Age:** 19–25
- **Programme Duration:** Rolling three-year programme; learners re-enrol year on year depending on progression
- **Milestone / Level:** Entry Level – Level 2

Learners typically require support with personal, social, and emotional development, independence, and practical life skills. All have EHCPs with goals focused on paid work experience, workplace safety, and independent functioning within work contexts.

### Intent

The Supported Internship Pathway provides a bespoke and meaningful learning journey for young adults aged 19+ with SEND. This pathway is tailored to each learner's individual aspirations, strengths, and needs, with a clear focus on preparing them for sustained employment and supporting a successful transition into adulthood.

Learners develop:

- Practical work skills and vocational competence.
- Independence, confidence, and resilience in real-world settings.
- Functional and digital skills relevant to the workplace.
- Social responsibility and personal growth through a comprehensive Citizenship programme.

The pathway aligns with the Preparing for Adulthood (PfA) framework, ensuring learning is relevant to each learner's future life and employment goals.

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### Curriculum Delivery

## Work Placements (70% of Programme Time)

- Learners spend the majority of their programme in immersive, real-world placements aligned with their career aspirations.
- Placements are supported by job coaches and placement coordinators, ensuring accessibility, inclusion, and tailored vocational development.
- Learners develop:
  - Job-specific skills relevant to their placement.
  - Soft skills such as communication, teamwork, time management, and problem-solving.
  - Experience of workplace expectations, professional behaviours, and collaborative working.
- Learners build a portfolio of experiences that enhances employability and prepares them for independent work.
- Placements are scaffolded to provide incremental steps towards sustainable employment outcomes.

## College-Based Learning (30% of Programme Time)

- College sessions underpin workplace success and support functional skill development.
- **Functional Skills** in English, mathematics, and ICT are embedded into practical, workplace-relevant contexts:
  - **English:** Workplace communication, reading, and writing relevant to roles.
  - **Mathematics:** Handling money, measuring, interpreting data in practical work scenarios.
  - **ICT:** Digital literacy, internet safety, and using software tools relevant to work and life.
- Learners' starting points are assessed using BKSB or Excellence Gateway, and accredited routes are provided where appropriate to consolidate prior achievements.

## Tutorial, Transition & Citizenship

- Weekly tutorials support learners with personal targets, progress reviews, and planning for transition into adulthood.

- Transition planning is carried out in partnership with families, social workers, and supported living providers, ensuring positive destination outcomes.

### **Citizenship Cycle**

Citizenship is delivered through a structured cycle, ensuring learners develop the knowledge, skills, and behaviours needed for safe, healthy, and fulfilling adult lives. Topics include:

- Relationships and Sex Education (RSE).
- Staying safe in the community and online.
- Anti-bullying and recognising abuse.
- PREVENT and British Values.
- Rights, responsibilities, and participation in society.

### **Signing Strategy in Citizenship**

Every Citizenship session begins with the college's Signing Strategy, embedding a Total Communication approach. Learners use signs, symbols, and speech to strengthen understanding of safeguarding and safety themes.

- Safe Person Strategy: Learners identify trusted adults (e.g. DSLs) and describe behaviours using Colourful Semantics (e.g. "kind person," "bad person").
- Key verbs: Learners explore concepts such as "lie" and "trust," supporting decision-making in relationships and safety.
- Online Safety Strategy: Learners are introduced to key signs, words, and symbols related to online safety (privacy, consent, stranger danger, safe use of technology).

### **DIY Drama and Citizenship**

DIY Theatre Company staff work closely with personal tutors to extend Citizenship learning through creative, practical drama activities. This provides learners with opportunities to rehearse and explore real-life situations in a safe environment, complementing the theory-based Citizenship sessions delivered by tutors.

- Example: A Citizenship theme on "safe people" may be explored through role-play and storytelling in DIY sessions, allowing learners to practise responses, communication, and decision-making.

## Impact and Outcomes

Learners on the Supported Internship Pathway:

- Gain practical and transferable work skills in real-world placements.
- Develop independence, resilience, and confidence necessary for adulthood.
- Achieve functional and accredited qualifications relevant to employment.
- Understand and demonstrate safe, responsible behaviours in social and work contexts.
- Are prepared for sustainable employment or further Preparation for Adulthood pathways, including supported or paid work.

## Pastoral Support, Accreditation & Learner Voice

### **Pastoral Support**

- **Tutorials:** Learners have 1:1 tutorials each half term with their Personal Tutor to review progress, set next steps, and update their Transition Plans to support positive destination outcomes.
- **Learning Mentor:** leads the enrichment programme, supports behaviour management, and provides targeted intervention for identified learners.
- **Parent/Carer Liaison:** Families are engaged from the start through Transition In processes, including meetings with SLT, Personal Tutors, SALT, and Work Experience Coordinators. Formal progress reports are issued bi-annually, alongside frequent informal communications (e.g., email, See-Saw). EHCP reviews are timetabled throughout the year and chaired by SLT. Parents contribute to curriculum planning and CPD events to optimise outcomes. The Trust Engagement Manager provides advice on benefits and “better off calculations.”
- **Employer Engagement:** Employers actively inform curriculum design and accredited pathways, completing stakeholder questionnaires and attending events alongside staff and parents. The Trust Engagement Manager facilitates employer links for work placements and Supported Internships.

### Learner Voice

- Learners are represented by six Learner Reps, nominated annually by peers.
- Reps gather and communicate peer feedback, leading to tangible changes (e.g., commissioning specialist SEN sports enrichment).
- Learner Voice meetings are held half-termly, chaired by SLT, with actions displayed publicly and a suggestion box for ongoing input.

### Accreditation at Chatsworth Futures

- Accreditation is personalised based on aspirations, prior achievement, and EHCP outcomes.
  - The College is registered with Open Awards, enabling full qualifications or single units.
  - Employability learners may access industry-recognised qualifications (e.g., Basic Food Hygiene, Customer Care, Health & Safety), with guidance from employers.
  - Learners are registered for accreditation using a bespoke methodology, ensuring opportunities align with interests and skills.
  - Progress is measured via the RARPA process, quality-assured within the College Quality Cycle, with termly outcomes reported to the Governing Body.
  - Where appropriate, learners undertake formal accreditation to support long-term aspirations.
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