

## Curriculum Offer 2019-20

### Context

The purpose of this paper is to clarify the curriculum and learning opportunities that we offer to learners at Chatsworth Futures Specialist College.

The Department of Education revised its Guidance for Providers in relation Study Programmes in March 2018. This document has been reviewed by the Senior Leadership Team (SLT) and Governors in consideration of its 2019/20 Curriculum offer. In addition to this Preparing for Adulthood (PFA) 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.'*

The curriculum at Chatsworth Futures takes account of this guidance.

Chatsworth Futures offers highly individualised study programmes with a focus on positive, ambitious destinations for our young people. The curriculum offer for learners will vary and be differentiated to meet individual needs and complexities.

Whichever model learners engage with, they receive support throughout their programme by a range of highly effective, qualified and experienced staff with a diverse range of skills.

### Overview

Chatsworth Futures aims to provide an environment and curriculum where all learners have access to appropriate guidance and support, whereby they can develop their potential, become more independent, gain self-esteem and prepare for employment.

A multi-disciplinary team (MDT) approach means that all professionals collaborate to jointly communicate, exchange ideas and work together to come up with bespoke approaches to learning and support. The nature of MDT working is that the learner is the central focus of the process at all times with a focus on developing existing skills in order to achieve their Educational, Health and Care Plans (EHCP) outcomes.

### The staffing team consist of:

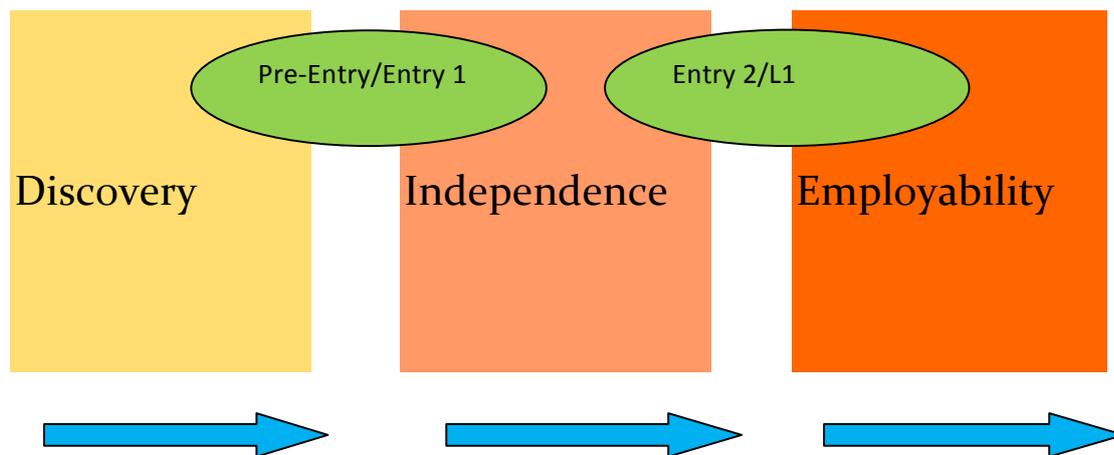
- A Principal, an Interim Co-Principal and a Vice Principal.
- A Governing Body with a wide range of skills and which meets regularly.
- Qualified Teachers; who are responsible for delivering the curriculum offer.
- Teaching Assistants; who support learners to progress with their accreditation & personal skills development
- Speech and Language Therapist; who supports learners to develop their communication and social interaction skills.
- Occupational Therapist; who helps learners to manage sensory issues and develop functional life skills.
- Sports Development Officer; who works as part of the Manchester United Foundation and is responsible for Enrichment and sporting activities.
- Music Therapist; who supports learners to develop anticipation, participation and initiation of sound and rhythm in both individual and group therapy sessions in addition to supporting learners to engage in a college lunchtime Music Club. Music experience impacts positively on learners' emotions, well-being and relaxation.

## Expectations whilst on Programme

During their period of study at Chatsworth Futures College learners can expect:

- ✚ To learn in an environment that is free from bullying, harassment and other inappropriate behaviour directed towards them.
- ✚ To be listened to and respected by all members of the College community.
- ✚ A thorough induction to the College, its services, relevant staff and to their main programme of study.
- ✚ A person centred approach resulting in an individualised learning programme customised to meet their needs.
- ✚ A variety of learning opportunities that will enable learners to play an active role in their own learning.
- ✚ High quality, specialist equipment, resources and materials to support learning activities.
- ✚ Academic and personal care support to facilitate the successful completion of their programme of study.
- ✚ Information, advice and guidance on internal and external progression and transition opportunities.
- ✚ Access to specialist therapy.
- ✚ External learning opportunities to include work placements and support for Independent Travel if required/appropriate.
- ✚ High quality learning and teaching accommodation.
- ✚ Referral to specialist services as required.
- ✚ Consistent and accurate assessment with regular feedback on progress via pastoral support.
- ✚ Regular liaison with families/carers.

## Pathways of Study 2019/20



Chatsworth Futures work with learners from pre entry level to level 1. Our pathways are not linear and learners will access learning on the pathway most appropriate to their assessed skills level. The Pathways of Learning are:

- ✚ Discovery
- ✚ Independence
- ✚ Employability

Within each of the above pathways there will be **Core Skills** that each learner must develop to the best of their ability and level. These are:

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

Learners access a bespoke, individualised timetable of activities that incorporate a combination of the Pathway subjects based on individual needs.

In addition, learners benefit from regular Pastoral Support that includes both Group and/or 1:1 tutorials.

### Discovery - Intent

A Pathway designed to enable young people to make sense of and interact with the World using sensory approaches, complimented by strong therapeutic input and intensive interaction. There is a strong emphasis on encouraging and responding to communicative intentions. Learners are encouraged to explore and interact with the World around them and benefit from on-site education and community learning. Emotional and physical needs have to be met before learning can take place. Progress is measured using RARPA only rather than through accredited means. The Curriculum for Discovery learners incorporates a combination of individual bespoke sessions and very small group sessions.

- Communication - learners develop their communication skills to enable them to communicate with familiar people. Learners are supported to develop their holistic communication skills using a Total Communication approach in college. Total Communication is a philosophy which involves exposure to spoken language, signing, symbols, photographs and real objects in order to support understanding. This enables learners to communicate with familiar people as independently as possible and to embed skills across a range of environments. Intensive Interaction is utilised in order to identify and build on foundation, pre-verbal communication skills; such as joint attention, active listening, appropriate use of eye contact and facial expression. The Communication session focuses on interaction with peers through sensory stories and practice is modelled by the Speech & Language therapist. Learners are given the opportunity to use Alternative and Augmentative Communication (AAC) methods (such as paper-based vocabulary boards and electronic communication software) to express their choices and preferences with increased independence and accuracy.
- Independent life skills: Home - learners use exploration to develop basic skills in order to live more independently in the future. The session will be held in an environment off-site that replicates a typical flat, incorporating a kitchen, dining room, bathroom, bedroom and lounge. Learners develop their directive skills, make decisions and develop practical skills in using equipment to prepare basic meals, laundry and cleaning.
- Independent life skills: Community - learners explore the World around them using a range of public transport. Activities may include travel skills, learning how to stay safe in the community, visits to community venues such as shops, parks, bowling, cinema and swimming. The session also incorporates external visits to places learners will inevitably experience throughout their lives eg. dentists, doctors, banks, hairdressers & the hospital.
- Sensory Diet bespoke timetables – opportunities exist throughout the week for learners to work on an individual basis with their support to develop specific skills and make gains that will support them in their future lives eg. a learner works towards leading a more healthy lifestyle and, as a result, participates in a healthy eating/exercise programme.
- Music Therapy - learners explore the dynamics of music including the impact of loud/soft/pitch/tempo as a relaxation device. The impact of music supports learners with their emotions, well-being, anxieties and relaxation. Music therapy specialists, Nordoff Robbins leads the sessions and use both individual and small group therapy. Their approach to music therapy focuses on meeting each person musically by listening and observing details of their individual expression and hearing everything they do as having musical potential. Through this, a musical connection is established which encourages learners to engage meaningfully in musical dialogue with the group members and the therapist. Individual goals constantly evolve as a result of such ongoing and creative musical interaction.
- Working with Numbers – learners recognise/recall/write numbers using 'realia' to support understanding and provide context to their learning. Learning is reinforced in the community wherever possible and primarily focuses on number, money and shape.

- Sensory Relaxation (TacPac) - a group session that helps learners appreciate the benefits of relaxation as part of their health and well-being. The session promotes communication and movement through a series of music and tactile processes. Objects of Reference are introduced for the range of experiences and the music has been composed to complement the activity. Learners simultaneously hear, see and feel the touch of different objects on their skin/ sensory reinforcement for seeing, hearing and touching. Learners use anticipation to determine when to start/stop each activity.
- Sensory Art - learners develop confidence and directive skills through the exploration of a range of expressive sensory materials.
- Hydrotherapy - learners engage in bespoke activities to support their confidence in and around water. The session supports them in the development of their mobility, health and well-being and encourages directive skills.
- Duke of Edinburgh - learners work towards Bronze or Silver Awards. Activities focus on three aspects: physical, volunteering and skills and act as a 'vehicle' to develop communication, social interaction and independence. Learners are encouraged to interact socially with learners from different Pathways.
- Enrichment - learners participate in a range of activities based on individual interest and choice. These include weekly Zumba, fitness sessions at the local gym, performing arts, Quiz Club & DIY Theatre. Learners are encouraged to participate in sessions that include unfamiliar peers from different Pathways. In addition, learners benefit from various lunchtime clubs based on demand such as Music Club. The college also organises half-termly enrichment off-timetable days: Healthy Living, Chatsworth's Got Talent, Transport, Technology, Culture around the World & Music.

## Independence - Intent

A Pathway designed to support young people to have as independent a life as possible post college. This course promotes a range of self-help skills that will improve the quality of life for learners by giving them practical support in developing their independence skills. There is a strong emphasis on functional skills, social enterprise, health, friends and relationships and communication skills. Learners will participate in enterprise initiatives and timetables will be adapted based on work experience opportunities. Staff benefit from significant SALT and OT support in modelling best practice. Learners progress is measured using RARPA and, where appropriate, they access Open Award and DoE qualifications that build on prior achievements.

- Independent life skills: Home - learners develop basic skills in order to live more independently in the future. The session will be held in an environment off-site that replicates a typical flat, incorporating a kitchen, dining room, bathroom, bedroom and lounge. Learners develop practical skills and make decisions in using equipment to prepare basic meals, laundry and cleaning and generally learn how to maintain and run their own home.
- Independent life skills: Community - learners explore the World around them using a range of public transport and learn how to function independently in a range of social settings. Activities may include travel skills, learning how to stay safe in the community, visits to community venues such as shops, parks, bowling, cinema and swimming. The session also incorporates external visits to places learners will inevitably experience throughout their lives eg. dentists, doctors, banks, hairdressers & the hospital.
- Functional Skills mathematics/English – all learners participate in a minimum of one weekly discrete session to develop their numeracy and literacy skills. Learners precise 'starting points' are established using a nationally recognised assessment tool (BKSB). This enables individual skills gaps to be addressed and, where appropriate, learners are entered for an accredited route that builds on prior achievements. English and mathematics skills are embedded in all subjects as a core skill.
- ICT Skills – learners benefit from a weekly discrete technology session. The session encourages learners to experience and benefit from a range of ICT resources they will experience in their future

lives. ICT is embedded throughout the curriculum. Planning includes the reiteration of E-Safety (how to stay safe on-line) and complements the content of the Tutorial & Transition session.

- Social Enterprise – learners are encouraged to participate in a range of enterprising projects to gain a basic understanding of the World of Work. Learners work together to accomplish tasks with the aim of producing a product or outcome that will be sold in the local community. For example, learners develop a business to run a college Bee-Stro. This may include undertaking market research to establish 'supply/demand', the selection and purchase of capital equipment, stock-taking, customer care, health & safety in the workplace and the development of basic business acumen such as making a profit. The session complements work experience opportunities learners will participate in on or off-site.
- Music Therapy - learners explore the dynamics of music including the impact of loud/soft/pitch/tempo as a relaxation device. The impact of music supports learners with their emotions, well-being, anxieties and relaxation. Music therapy specialists, Nordoff Robbins leads the sessions and use both individual and small group therapy. Their approach to music therapy focuses on meeting each person musically by listening and observing details of their individual expression and hearing everything they do as having musical potential. Through this, a musical connection is established which encourages learners to engage meaningfully in musical dialogue with the group members and the therapist. Individual goals constantly evolve as a result of such ongoing and creative musical interaction.
- Work Experience – learners participate in a minimum of one internal or external placement on a regular (usually weekly) basis. A WE Co-ordinator supports learners in the selection of appropriate work experience based on realistic work aspirations. Learners are required to apply for positions, then prepare for and attend an interview with the employer. Learners are accompanied and supervised by a member of staff at all times. The WE Co-ordinator liaises with each employer and supports them with profiles, expectations and target setting for learners.
- Tutorial & Transition – all learners participate in a discrete session that provides opportunities (half termly) to have a 1:1 tutorial with their personal tutor to discuss a range of issues. The agenda for tutorials vary and is driven by learner's individual needs however, typically it includes a discussion on progress against targets, relationships, timetable & work experience. In addition, learners participate in a series of group tutorials that focus on a range of topical subjects such as staying safe in the community, bullying, E-Safety including PREVENT and British Values. The session is also used for Transition Out planning purposes. Following 1:1 tutorials, Transition Plans are updated and acted upon. For example, during a 1:1 discussion a learner may refer to the possibility of attending a mainstream FE college in the future and, as a result, the personal tutor will arrange for an external visit as part of the transition planning process.
- Duke of Edinburgh - learners work towards Bronze or Silver Awards. Activities focus on three aspects: physical, volunteering and skills and act as a 'vehicle' to develop communication, social interaction and independence. Learners are encouraged to interact socially with learners from different Pathways.
- Enrichment - learners participate in a range of activities based on individual interest and choice. These include weekly zumba, fitness sessions at the local gym, performing arts, Quiz Club & DIY Theatre. Learners are encouraged to participate in sessions that include unfamiliar peers from different Pathways. In addition, learners benefit from various lunchtime clubs based on demand such as Music Club. The college also organises half-termly enrichment off-timetable days: Healthy Living, Chatsworth's Got Talent, Transport, Technology, Culture around the World & Music.

## Employability - Intent

A Pathway designed to explore a range of vocational employment opportunities through the use of external & internal work experience and enterprise. Learners have the opportunity to develop employability skills through practical tasks, real work placements and through a specific Employability session. They will learn the skills needed for both adult life and employment by developing positive relationships, staying safe and

being as independent as possible. There is a strong emphasis on developing social and emotional skills, resilience and workplace behaviour skills.

- **Employability Skills** – all learners participate in a weekly, discrete Employability session that supports them in their aim to gain paid or voluntary employment in the future. The session is led by the WE Co-ordinator, supports learners in what to expect as an employee and complements what is learnt from work experience placements. Planning includes seeking/applying for jobs, interview skills, careers guidance and incorporates a range of visits to different employers with opportunities to listen to and question guest speakers from different sectors. Learners participate in appropriate accreditation on a bespoke basis eg. units in customer care, technology in the workplace, health & safety, food hygiene etc.
- **Work Experience** – learners participate in a minimum of one internal or external placement on a regular (usually weekly) basis. A WE Co-ordinator supports learners in the selection of appropriate work experience based on realistic work aspirations. Learners are required to apply for positions, then prepare for and attend an interview with the employer. Learners are accompanied and supervised by a member of staff at all times. The WE Co-ordinator liaises with each employer and supports them with profiles, expectations and target setting for learners. They build effective relationships with employers so that, when the time comes, discussions take place with a view to a permanent employment outcome as part of the transition process eg. a Supported Internship when the learner leaves college.
- **Functional Skills mathematics/English** – all learners participate in a minimum of one weekly discrete session to develop their numeracy and literacy skills. Learners precise 'starting points' are established using a nationally recognised assessment tool (BKSB). This enables individual skills gaps to be addressed and, where appropriate, learners are entered for an accredited route that builds on prior achievements. English and mathematics skills are embedded in all subjects as a core skill.
- **Independent life skills: Home** - learners develop basic skills in order to live more independently in the future. The session will be held in an environment off-site that replicates a typical flat, incorporating a kitchen, dining room, bathroom, bedroom and lounge. Learners develop practical skills and make decisions in using equipment to prepare basic meals, laundry and cleaning and generally learn how to maintain and run their own home.
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- **Enterprise** – to complement learners' work experience and employability sessions, learners participate in a college enterprising project. Learners work together to accomplish tasks with the aim of producing a product or outcome that will be sold in the local community. For example, learners develop a business to run a college Bee-Stro. This may include undertaking market research to establish 'supply/demand', the selection and purchase of capital equipment, stock-taking, customer care, health & safety in the workplace and the development of basic business acumen such as making a profit.
- **Duke of Edinburgh** - learners work towards Bronze or Silver Awards. Activities focus on three aspects: physical, volunteering and skills and act as a 'vehicle' to develop communication, social interaction and independence. Learners are encouraged to interact socially with learners from different Pathways.
- **Enrichment** - learners participate in a range of activities based on individual interest and choice. These include weekly zumba, fitness sessions at the local gym, performing arts, Quiz Club & DIY Theatre. Learners are encouraged to participate in sessions that include unfamiliar peers from different Pathways. In addition, learners benefit from various lunchtime clubs based on demand

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### Pastoral Support:

**Tutorial - Group** where appropriate, learners will participate in a weekly Group Tutorial with their personal tutor. Key topics and resources support learners' understanding of life in modern Britain (eg safeguarding themes such as 'Knowing who to go to if learners have a problem', bullying, British Values, E-Safety, PREVENT – extremist views, E&D – diversity in our society and Citizenship). The session is called Tutorial & Transition.

**Tutorial - 1:1** where this is appropriate, learners have a half termly 1:1 discussion with their personal tutor with a focus on the progress they are making including next steps.

**Parent/carer liaison** – all parents/carers are met by a range of staff as part of the Transition In process prior to starting college. This includes discussions with a member of SLT, OT, SALT and the WE Co-ordinator. Formal progress reports on each subject are sent to parents/carers bi-annually. Frequent more informal communication takes place using email, communication books or See-Saw. Most learners have progressed from Chatsworth High School and are already well known by the Principal and Vice Principal.

**Employer Engagement** – leaders recognise the importance in engaging employers in how the college curriculum is designed and in taking decision on which accredited pathways learners follow. Taking the views of employers seriously may well have positive consequences in terms of outcomes for our learners. As a result, all employers participate in stakeholder questionnaires to ascertain their opinion and make suggestions as to how the subjects and qualifications taken by learners will impact on their decision to employ learners in the future.

### Learner Voice

Leaders appreciate and acknowledge the views of their learners. They take action based on learners' views. On an annual basis, learners nominate one another to become Learner Reps. Five Learner Reps represent all learners in college. They listen to views of their peers and actively bring about improvements and change. Learner Voice meetings are held half-termly, are Chaired by a member of SLT and issues are discussed and action taken following SLT meetings. All decisions taken are displayed on the Learner Voice noticeboard in the main hall and a suggestion box accumulates ideas and suggestions ready for the next Learner Voice meeting.

### Accreditation at Chatsworth Futures

Where appropriate, learners follow an accredited programme based on their aspirations, prior achievements and EHCP outcomes. Accreditation is a critical aspect of their time at college and the qualifications they take are carefully planned at the start of the programme.

The College is registered with Open Awards and Duke of Edinburgh qualifications. Open Awards enable students to achieve full qualifications and single qualification units. The Duke of Edinburgh Awards provide

opportunities to achieve Bronze, Silver or Gold and learners develop holistic skills that will support them into their future lives.

Learners on the Employability Pathway will have the opportunity to access industry recognised qualifications such as Basic Food Hygiene, Customer Care and Health & Safety.

Learners are registered for accreditation using appropriate bespoke methodology and, where learners have a particular interest in a specialist subject, they are encouraged to take the opportunity to gain a qualification in that subject. Consideration is taken of prior achievement and outcomes from the initial and baseline assessment process.

For those learners whose learning is not accredited, we measure progress using the nationally recognised RARPA process which is quality assured through a range of measures that sit within the College Quality Cycle.

Termly data outcomes are shared with the College Governing Body.