



Policy approved & adopted by	Head of College
Date	April 2023
Review cycle	Annual
Next Review	April 2024

VALLEY COLLEGE – POST 18 CURRICULUM

Preparing for Adulthood, Citizenship and Employment

The post-18 provision at Valley College caters for young adults aged 18 – 25 years with special educational needs from our locality. We offer a range of options, tailored to meet the educational needs of all our learners.

Intent

Currently there are good local college provisions serving learners operating at Entry Level 3 and above. However, The Trust recognises that there is a paucity of local provision for learners operating at Pre-Entry, Entry Level 1 and 2 and for learners at Entry Level 3 with additional needs preventing them from accessing local mainstream college provision. Valley College seeks to fill this gap. The curriculum on offer is specifically tailored to meet the needs of our target learners recognising that employment, housing, good health and community are essential for a fulfilled life.

Our aim is to continue this educational hub at our new Ewood Campus and to deliver personalised training and support to help young people with special educational needs to:

- Control their own lives and develop their ambitions
- Personal growth
- Become valued employees and/or members of social groups and communities
- Maximise independence in their community
- Gain independence in the home
- Engage in meaningful work-related learning and develop their enterprise skills
- Get a job and live independently
- Secure the best possible post-school outcomes

Target Group

Valley College has been designed to meet the needs of a specific group of Learners with Learning Difficulties and Disabilities (LLDD). All learners will have a current EHCP

where special educational needs are described as severe or moderate to severe, an appropriate funding band to cover course costs, and a minimum age of 18 years.

This provision is full time (25 hours) based on 4 days per week 9:00am – 3:15pm and includes:

- Individualised Curricular;
- Personalised Pathways;
- Support for personal development;
- Modified curriculum resources, including multisensory approaches;
- Speech and Language enhanced staff, including staff skilled in Alternative and Augmentative Communication
- Access to a wide range of specialist teachers including HI/VI/ASD teachers

Pathways at a glance

Pathway to Independence	Pathway to Employability	Pathway to Employment
Course Duration		
<ul style="list-style-type: none"> • Minimum 1 year & maximum 3 years • No formal requirements 	<ul style="list-style-type: none"> • Minimum 1 year & maximum 3 years • Evidence of Entry level 2 skills 	<ul style="list-style-type: none"> • 1 year course subject to interview • Learners need to demonstrate their interest in improving their academic, employability and confidence skills
Course Content		
<ul style="list-style-type: none"> • Living in my community • Independence in my home • My personal growth • My working life <p>Functional skills (communication, cognition and information technology) will be delivered through all elements of the course.</p>	<ul style="list-style-type: none"> • Making a contribution in my community • My own place • My health • My work skills <p>Functional skills (communication, cognition and information technology) will be delivered through all elements of the course.</p>	<ul style="list-style-type: none"> • Citizenship • Self-sufficiency • Staying safe and healthy • Employment skills <p>Functional skills including accredited English and Maths will be delivered discreetly and generalised across the course.</p>
Assessment Process		
Tutor assessment. Internally and externally verified accreditation	Tutor assessment. Internally and externally verified accreditation	External verified accreditation. Appropriate concessions will be put in place.
Intended Outcomes		
The vision for these learners is to maximise their personal independence skills in the	The vision for these learners is to maximise their independence and personal employability skills in their	The vision for these learners is to achieve accreditation and sustain skills in the workplace, home and

home, in their community and in the workplace.	community and in their workplace.	educational setting. Learners will develop their resilience and confidence to sustain employment or training.
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Implement

Curriculum Objectives in Valley College

Our curriculum has been designed to meet the requirements of a study programme and covers the following key areas:

- Functional Skills
- Life Skills
- Employability Skills

Key Skills Curriculum

At Valley College we identify 3 main areas:

- Communication and Functional Literacy
- Functional Numeracy
- Personal and Social Development

We deliver these skills through targeted key skill lessons. The aim is to:

- Develop effective and appropriate key skills in all learners to enable them to reach their full potential
- Foster an enjoyment of learning and learning new skills
- Develop initiative and the ability to work both independently and in cooperation with others
- Reflect on individual learner needs and create appropriate teaching experiences, taking into account relevant research and teaching strategies.

Functional Skills Curriculum

English/Communication Skills/Numeracy/ICT

The adult literacy, numeracy and computing curriculum sets out the entitlement to learning for all adults who have difficulties in these areas. Tutors and the team at Valley College will develop individual learning programmes and will:

- Use diagnostic assessment to identify learners' skills both those that they already have and those that they need;
- Draw those elements from the adult curriculum into the learning plan and assessment regimen.
- Use their knowledge of the learner's context and priorities to find relevant applications where learners can practice the skills and knowledge they are acquiring;
- Follow the progression through the standards and the curriculum elements to build a formative and summative assessment regimen into the learning plan.

We deliver these skills through our targeted Functional Skills sessions. Our aim is:

- To develop effective age and ability appropriate key skills in all learners to enable them to reach their full potential
- To foster an enjoyment of learning, including self-regulation
- To develop initiative and the ability to work both independently and in co-operation with others
- To reflect the individuals' learning stage creating appropriate teaching experiences and taking into account relevant research and teaching strategies.

Individual targets are identified from the Education Health Care Plan (EHCP). Functional skills are taught both discreetly and embedded throughout the college learner experience. Speech Therapy programmes are incorporated where this is appropriate to learners.

Life Skills Curriculum: Community Education

Young adults have an ongoing entitlement to develop their skills for learning, skills for life and skills for work in the setting that is best suited to their needs and aspirations.

At Valley College we deliver a high-quality community education that helps to provide learners with knowledge, skills and understanding to prepare them to play a full and active part in society.

In particular, community education should prepare learners to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their lives, home and money well and to make sound financial decisions where appropriate.

Life Skills Curriculum: Travel Training

Travel training has proven to be beneficial in enabling all users of public transport to have equality of access and independence.

At Valley College we want to assist in overcoming challenges, remove barriers to travelling using public transport, and give learners greater access to jobs, services and social networks.

Where appropriate, our travel training programme aims to empower our learners to take greater control in their lives, enabling them to learn new skills and take advantage of opportunities in their communities. Travel training is a very important skill for life. Being able to travel with less support allows the learner to engage in social and educational activities and helps them to maintain better relationships. Independent travel skills also help to open up employment opportunities, contributing to a more fulfilled life.

Life Skills Curriculum: Domestic Life Skills

At Valley College learners will be taught how to develop their independence skills for the home environment using our purpose built flat.

Our purpose built 'independence flat' is an ideal resource to help teach learners a range of tasks including preparing meals, food related health and safety, washing, ironing and personal health and hygiene is promoted through cleaning and laundry skills.

Learners will be taught how to organise and look after their own belongings.

Life Skills Curriculum: Personal, Social Development (PSD) & Citizenship

Personal, social development and citizenship at Valley College helps to give learners the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens.

Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the college and their communities. In doing so, learners develop recognising their own worth, work well with others and become increasingly responsible for their own learning.

They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues, including British Values, which are part of understanding society and citizenship.

Sex and relationships education (SRE) at Valley College is learning about the emotional, social and physical aspects of relationships, sex, human sexuality and sexual health. This will be delivered in small groups and 1:1 as required.

The aim at Valley College is to equip our learners with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being.

Employability Curriculum: Employment Based Training

Where appropriate, learners will examine their ideas and opportunities through individual discussions with the tutor and work experience co-ordinator. Learners will be offered a broad range of placements and will also be given the opportunity to practice learnt skills.

Prior to placements starting, learners will attend an induction where expectations are highlighted.

During the placement learners will be supervised and supported by a member of Valley College staff.

All placements will be fully risk assessed to ensure that the learner's levels of experience and potential lack of awareness of hazards in the workplace are taken into account at all times. Care will be taken to ensure the learner's personal safety is maintained at all times.

Employers are asked to complete a feedback form to help the learner evaluate their experience. This can be either written or photographic along with a short statement by the supervisor or support staff.

Extension and Enrichment activities: Sport & Leisure

The aim of Valley College is to prepare learners for adulthood, citizenship and employability. In working towards developing learner's independence there is also a

need to develop leisure skills and the skills to access sport and leisure facilities within their locality. Learners will access one afternoon of sport and leisure which will be varied. Valley College is also committed to supporting learners and their advocates in accessing meaningful leisure by signposting to the wide range of provisions existing across Lancashire.

Teaching/learning style

Learning within Valley College is individual to each learner. Learners may work towards external accreditation throughout their time within the college. The units/pathways studied by the learners are chosen with the learner and advocate to ensure that it is challenging and relevant to the learner. Learners are taught according to their ability to ensure that they meet their full potential.

Tutors produce medium and short term plans in accordance with the relevant accreditation. Adult literacy and numeracy will provide opportunities for consolidation.

All work will be marked, annotated and dated in accordance with accreditation requirements.

Resources

Resources will be adapted to meet individual learner' need. Curriculum resources are audited and reviewed in accordance with the college improvement plan process.

Review

The curriculum policy will be reviewed on an annual basis