


Orchard Hill College: Curriculum Overview.

The curriculum supports students to achieve their EHCP outcomes through four study programmes. These study programmes, allied to the Preparing for Adulthood Pathways, ensure that students receive a broad and balanced curriculum offer that can be individualised in response to the needs and aspirations of each student.

Employment: Study Programme Overview

<p>Intent</p> 	<p>All students will make a positive contribution to their community, either through paid employment, securing further specialist training related to future employment or by raising awareness of what can be achieved by adults with SEND.</p> <p>As much as possible</p> <ul style="list-style-type: none"> • Students will be paid for their time and the contribution they make • Students use technology, including bespoke assistive technology, to support their engagement in and access to employment • Students can direct the support they need, request changes to the support they receive and request additional support. • Students can travel within their local community to access their workplace(s) • Students will apply the industry specific skills, knowledge, behaviour and experiences developed in college in the real world.
<p>Implementation</p> <p><i>Typical curriculum sequencing by student group</i></p>	<p>ENTRY LEVEL ATTAINMENT CONTINUUM 1-3</p> <ul style="list-style-type: none"> • Y1: Students experience a range of vocational areas, developing a preference. Students explore different roles and activities within preferred areas. Students take part in regional and College wide enterprise projects. • Y2: Students regularly access internal enterprise projects within their preferred vocational area. Students explore local community groups and enterprises projects within their preferred area. • Y3: Student regularly access internal and external enterprise projects. Internal projects mirror those accessed internally, supporting students to deepen specific vocational skills, knowledge and experience. <p>ENTRY LEVEL ATTAINMENT CONTINUUM 4-7</p> <ul style="list-style-type: none"> • Y1: Students complete a range of internal tasters. Students explore different roles within each vocational or employment area, developing areas of preference. Students start to develop an understanding of what support they need to complete work tasks. Students access specific vocational qualifications. Students take part in regional and College wide enterprise projects. Students are supported to identify the types of work they enjoy. • Y2: Students regularly access internal and external enterprise projects. Students complete a range of internal and external work experience placements relevant to their preferred vocational or employment area. Internal placements mirror external placements and support students to develop role specific skills, knowledge and understanding. Where a student cannot fulfil all aspects of a role, a clear job-carved skill set is developed. Students are supported to identify the skills they have and the work-specific tasks they can complete. • Y3: Students regularly access work with a view to maintaining this after College. Wherever possible, students are paid fairly for the work they complete. Students recognise the support they need in the work place and can request this support when it is missing. Students know what they are good at. Students understand their work role and the tasks involved.



Entry Level 1+

- Y1: Students complete a range of internal and external employment tasters. Students explore different roles within each vocational or employment area, developing areas of preference. Students start to develop an understanding of their strengths, areas for development and what support they need to access work. Students access specific vocational qualifications. Students take part in regional and college wide enterprise projects. Students begin to develop recruitment skills and documentation such as a CV, personal statement and application forms.
- Y2: Student regularly access internal and external enterprise projects. Students complete a range of external work experience placements relevant to their preferred vocational or employment areas, focussed on their identified development areas. Where there are Internal placements, these mirror external placements and support students to develop role specific skills, knowledge and understanding. Where a student cannot fulfil all aspects of a role, a clear job-carved skill set is developed. Students are supported to identify the skills they have and the work specific tasks they can complete. Students begin to develop an industry or role specific CV. Students develop interview skills. Students can describe the reasonable adjustments they need to access work. Students understand they are entitled to this support.
- Y3: Students regularly access work with a view to maintaining this after College. Wherever possible, students are paid fairly for the work they complete. Students recognise the support they need in the work place and can request this support when it is missing. Students know what they are good at and can share this appropriately, such as through a CV. Students understand their work role and the tasks involved. Students search and apply for paid employment.

Impact
*Example
outcomes for
students.*



ENTRY LEVEL ATTAINMENT CONTINUUM 1-3

- Students access a community enterprise scheme, linked to the areas of interest, with a clear role.
- Transition routines are embedded across contexts, particularly to key points of interest.
- Assistive technology provides environmental control across contexts.

ENTRY LEVEL ATTAINMENT CONTINUUM 4-7

- Transition and travel routines are embedded across work contexts,
- Assistive technology provides environmental control across contexts.
- Students have a clear job role.
- Students recognise the support they need and apply resources and strategies within their work context.
- Students have achieved specific vocational qualifications
- Students are paid for the work they do.

Entry Level 1+

- Students travel to and for work independently. Students can transfer their travel skills to plan travel to new destinations.
- Students use assistive technology effectively to support their independence within the work place.
- Students have specific vocational qualifications.
- Students have a CV highlighting relevant skills and experiences related to a preferred area of work.
- Students have the skills to search and apply for roles.
- Students manage the support they receive within work including with community teams and the Department for Work and Pensions.

[Independent Living: Study Programme Overview](#)

Intent

All students will live as independently as possible in a home of their choice.

As much as possible

- Students use technology, including bespoke assistive technology, to support their independence including environmental control within their home.
- Students can direct the support they need, request changes to the support they receive and request additional support.
- Students can travel within their local community to access key points of interest.

Implementation

Typical curriculum sequencing by student group

ENTRY LEVEL ATTAINMENT CONTINUUM 1-3

- Y1: Students access respite or respite tasters. Students engage in independent living, personal care and transition routines. Students develop a bank of preferences in areas of their lives, such as music, clothing etc. Students explore environmental control and access or switch options.
- Y2: Students regularly access respite. Students have deep engagement and developing autonomy and control in independent living, personal care and transition routines. Students initiate environmental control with personalised access or switch options.
- Y3: Independent living, personal care and transition routines are embedded across contexts. Environmental control and access or switch options embedded across contexts.

ENTRY LEVEL ATTAINMENT CONTINUUM 4-7

- Y1: Students access respite or respite tasters. Students follow independent living, personal care and travel routines. Students explore environmental control and access or switch options.
- Y2: Students regularly access respite. Independent living, personal care and travel routines are embedded across home and respite. Students initiate environmental control with personalised access or switch options in College, at home and at respite. Students explore supported living options and show preference or make an application.
- Y3: Independent living, personal care and travel routines are embedded across contexts. Environmental control and access or switch options are embedded across contexts. Students transition into supported living.



Entry Level 1+

- Y1: Students access respite or residential experiences. Students explore supported living options, show preference and make an application. Students develop travel routines and travel training skills within the community. Students develop self-care routines, informed by personal preference and supported by assistive technology wherever relevant.
- Y2: Students access respite and residential experiences. Students apply to supported or independent living homes. Students embed travel routines across the community. Students manage their support needs and the support they receive within the home and community. Self-care routines are embedded in all contexts.
- Y3: Students transition into a supported or independent living setting. Travel routines are embedded across the student's local area. Personal care routines are established across contexts. Students manage their support needs and the support they receive within the home and community, including with community teams.

Impact
Example outcomes
for students

ENTRY LEVEL ATTAINMENT CONTINUUM 1-3

- Students access respite and or residential experiences regularly.
- Transition routines are embedded across contexts, particularly to key points of interest.
- Personal care routines are embedded across contexts.
- Assistive technology provides environmental control across contexts.

ENTRY LEVEL ATTAINMENT CONTINUUM 4-7


- Students access respite and/or residential experiences regularly.
- Transition and travel routines are embedded across contexts, particularly to key points of interest.
- Students complete personal care routines as independently as possible and routines are embedded across contexts.
- Assistive technology provides environmental control across contexts.
- Students have moved to a supported living setting.

Entry Level 1+

- Students access residential experiences regularly.
- Students travel around their community and between key points of interest independently. Students can transfer their travel skills to plan travel to new destinations.
- Students use assistive technology effectively to support their independence.
- Students have moved into supported living or independent living accommodation.
- Students manage their personal care and support needs independently.
- Students manage the support they receive within the home and community, including with community teams.



Friends, Relationships and the Community: Study Programme Overview

<p>Intent</p> 	<p>All students will have access to safe, meaningful and appropriate social connection through friendships based on shared interests and passions.</p> <p>As much as possible</p> <ul style="list-style-type: none">• Students will regularly access shared interest groups, both on line and in their community.• Students will make and maintain friendships.• Students will understand the different people and relationships within their circles of trust and support and know how to manage and maintain these circles.• Students will access preferred community resources and venues• Students will use digital and assistive technology to support access to and engagement in community resources, venues and social activities.
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<p>Implementation</p> <p><i>Typical curriculum sequencing by student group</i></p>	<p>ENTRY LEVEL ATTAINMENT CONTINUUM 1-3</p> <ul style="list-style-type: none">• Y1: Students access internal and external tasters. Students are supported to identify those friends they have a social connection or shared interest with. Within community activities, students are supported to recognise friends and associates within these contexts.• Y2: Students regularly access some external shared interest groups. Students establish social connection with other service users within these contexts. Students explore digital communication approaches to maintain social connection with friends from outside their local community.• Y3: Students transition into shared interest groups within their local community. Students establish circles of trust and support within these groups. Staff at these venues embedded communication and engagement strategies to support and facilitate social connection for students and other service users in these contexts, Students, supported by staff across contexts, establish digital communication approaches to maintain social connection with friends from outside their local community. <p>ENTRY LEVEL ATTAINMENT CONTINUUM 4-7</p> <ul style="list-style-type: none">• Y1: Students access internal and external tasters. Students are supported to identify those friends they have a social connection or shared interest with. Within community activities, students are supported to recognise friends and associates within these contexts.• Y2: Students regularly access some external shared interest groups. Students establish social connection with other service users within these contexts. Students explore digital communication approaches to maintain social connection with friends from outside their local community. Students know how to initiate appropriate social interaction with peers in a range of contexts, following the social rules and conventions of each context. Students recognise types of groups or activities they would like to join and can request to do so. Students explore available shared interests, community groups and venues available in their community.• Y3: Students transition into shared interest groups within their local community. Students establish circles of trust and support within these groups. Staff at these venues embedded communication and engagement strategies to support and facilitate social connection for students and other service users in these contexts. Students, supported by staff across contexts, establish digital communication approaches to maintain social connection with friends from outside their local community. Students recognise how activities make them feel and the value these add to their lives.
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Entry Level 1+

- Y1: Students access internal and external tasters. Students are supported to identify those friends they have a social connection or shared interest with. Within community activities, students are supported to recognise friends and associates within these contexts.
- Y2: Students regularly access some external shared interest groups. Students establish social connection with other service users within these contexts. Students explore digital communication approaches to maintain social connection with friends from outside their local community. Students experience a range of age appropriate social events with peers outside College hours. Students are supported to plan their own social events and activities with friends.
- Y3: Students transition into shared interest groups within their local community. Students establish circles of trust and support within these groups. Students can plan social events with friends. Students know how their social connections and activities support their wellbeing and quality of life, and plan activities to support this. Students know how to research shared interest groups and seek out new groups where new interests develop. Students are aware of their barriers to social connection in specific contexts and embed the use of coping and support strategies and assistive technology to overcome these. Students recognise their differences and resolve this appropriately.

Impact
*Example
outcomes for
students*

ENTRY LEVEL ATTAINMENT CONTINUUM 1-3

- Students follow a timetable of meaningful groups within their community that provide appropriate social connection.
- Students engage with their circles of trust and support across contexts, supporting positive physical and mental wellbeing.
- Communication and engagement strategies are embedded across contexts to facilitate meaningful interactions.
- Students benefit from a wider range of social and community experiences in line with their adult status.

ENTRY LEVEL ATTAINMENT CONTINUUM 4-7


- Students follow a timetable of meaningful groups within their community that provide appropriate social connection.
- Students engage with their circles of trust and support across contexts, supporting positive physical and mental wellbeing. Students follow communication strategies to develop their circles of trust and support when they wish to do so.
- Students benefit from a wide range of social and community experiences in line with their adult status.
- Students recognise activities that they enjoy and those they may enjoy and can request to access these.


Entry Level 1+


- Students can manage their social calendar. This includes regular shared interest groups and social activities, as well as planning social activities with friends.
- Students can recognise activities they enjoy and can search out and plan new activities and experiences.
- Students can effectively follow social and activity specific rules and conventions to support their social inclusion across a range of contexts.
- Students know and understand the impact of social connection on their mental health and wellbeing, their rights to inclusion in these areas, and can plan effectively to ensure attendance in such groups or activities.



Good Health: Study Programme Overview

<p>Intent</p> 	<p>All students will be able to maintain positive physical and mental health during their life after College. As much as possible</p> <ul style="list-style-type: none"> • Students will be able to follow personalised routines to manage and support their physical and mental health at home, work and in the community • Students will be aware of factors affecting their physical and mental health and make informed choices based on these. • Students will be able to recognise poor physical or mental health and take positive steps to improve these.
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<p>Implementation <i>Typical curriculum sequencing by student group</i></p> 	<p>ENTRY LEVEL ATTAINMENT CONTINUUM 1-3</p> <ul style="list-style-type: none"> • Y1: Engaging with therapy programmes and accessing health and wellbeing tasters. • Y2: Deep engagement and developing autonomy within therapy programmes. Regular access to some community health and wellbeing resource. Accessing community health and wellbeing tasters. • Y3: Students have as much independence and autonomy as possible within their therapy routines. These routines are generalised across contexts (College, home, respite and community). Students regularly access community health and wellbeing activities.
	<p>ENTRY LEVEL ATTAINMENT CONTINUUM 4-7</p> <ul style="list-style-type: none"> • Y1: Students following therapy programmes and accessing internal and external health and wellbeing tasters. Students access some preferred activities in new external contexts. (e.g transition from school pool to public pool). • Y2: Students have as much independence and autonomy as possible within their therapy routines. These routines are generalised across contexts (College, home, respite and community). Students recognise activities, experiences and factors that support or impact on their physical and mental health. Students develop strategies to support positive physical and mental wellbeing. • Y3: Students regularly access community health and wellbeing activities. Students apply personalised strategies to support positive physical and mental wellbeing across contexts.
	<p>Entry Level1+</p> <ul style="list-style-type: none"> • Y1: Students independently follow therapy routines across contexts. Students access some preferred activities in new external contexts (e.g transition from school pool to public pool) or transfer discrete therapy routines to broader contexts (e.g. embedding OT routines in the community gym). Students recognise activities, experiences and factors that support or impact on their physical and mental health. Students develop strategies to support positive physical and mental wellbeing. Students access community health and wellbeing activities and resources. • Y2: Students access community health and wellbeing activities and seek out new or alternative activities which may further support their physical and mental wellbeing. Students transfer health and wellbeing routines and strategies across contexts including work. • Y3: Students manage their own therapy programmes, health and wellbeing routines and strategies in the community, seeking additional support when required.

<p>Impact <i>Example outcomes for students.</i></p> 	<p>ENTRY LEVEL ATTAINMENT CONTINUUM 1-3</p> <ul style="list-style-type: none"> • Students access community wellbeing resources that support their physical and mental wellbeing. • Students engage in personalised therapy programmes. The support they receive from carers is consistent across contexts.
	<p>ENTRY LEVEL ATTAINMENT CONTINUUM 4-7</p> <ul style="list-style-type: none"> • Students access community wellbeing resources that support their physical and mental wellbeing. Students have circles of support within each of these contexts. • Students complete therapy routines and wellbeing strategies as independently as possible. Routines are embedded across contexts.
	<p>Entry Level 1+</p> <ul style="list-style-type: none"> • Students access community wellbeing resources that support their physical and mental wellbeing. Students have circles of support within each of these contexts. • Students recognise community activities that they would enjoy/ support their wellbeing and access these. • Students manage own therapy programmes and health and wellbeing routines/strategies across contexts, including the workplace. Students are able to seek advice and support when needed.

Curriculum Structure and Stages

The College Curriculum model for each of the study programmes is summaries below. This structure enables teaching team to build upon the skills, knowledge and interests students have already developed, supporting them to broaden their experiences, deepen their understanding and apply their skills in the contexts they will eventually transition into for their lives after College.



1. Pre-assessment.

- Link Course Initial Assessment
- EHCP
- Annual Review Report
- Discussion with student, parents and carers



2. Induction.

- Taster sessions and experiences linked to student's likes and interests.
- Staff, students and stakeholders collaboratively identify contexts and activities students would like to form part of their post College timetable.



4. Transition.

- Students transfer their Skills, Knowledge and Behaviours into community venues.
- Students and community partners are supported to transfer student specific resources and systems into community settings.
- Training and support is given to community partners including Pas to ensure the best possible support for students in the community.



3. Bespoke.

- Students develop the specific Skills, knowledge and Behaviours required to achieve their personal aspirations.



College Tutorial Programme

Students are supported to develop key learning, such as Sex and Relationships Education, and key cultural understanding of the world they live in through the Tutorial programme. This programme provides opportunities for students to engage in and experience cultural events as they occur throughout the academic year.

Whole College Events- 2022/23

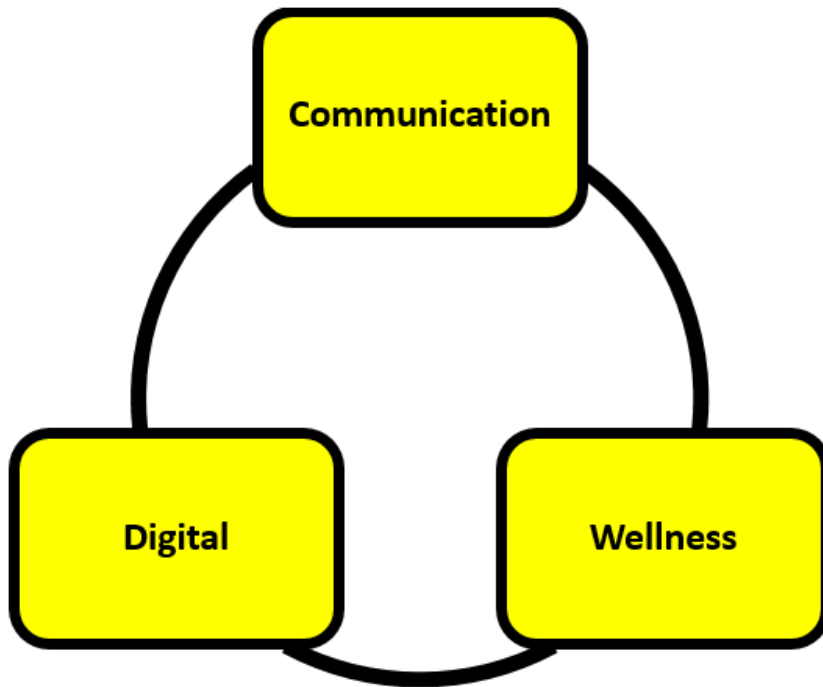
September	October	November	December	January	February
National Recycling Week	International Music Day 1 st October Breast Cancer awareness month Black History Month	Children in Need 18 th November Anti- Bullying Week Movember Computer Security 30 th November	Men's Football World Cup	RED January	Volunteering Week
March	April	May	June	July	
National Tree Week National 'be heard' week	Earth Day 22 nd April Autism Awareness Day 2 nd April	Mental Health Awareness Week 8 th – 14 th May	Neuro Diversity Pride day 18 th June Pride Month	World Friendship Day 30 th July Sports Day	

Tutorial Themes 2022-2023

Academic Term	Tutorial Theme
Autumn- 1 st Half-term	Self- Awareness
Autumn- 2 nd Half-term	Self-Care, Support and Safety
Spring- 1 st Half-term	Managing Feelings
Spring- 2 nd Half-term	Changing and Growing
Summer 1 st Half-term	Healthy Lifestyles
Summer 2 nd Half-term	The World I live in



Core Skills Overview



Communication:

This Core Skill is focussed on developing effective social communication, with particular emphasis on supporting students to fulfil key functions (Engagement & Attention, Making request / rejection, Responding / Answering questions and Self-Advocacy) and generalising these skills across contexts and audiences so that students can fulfil the following functions in an effective, socially appropriate way:

Digital:

This Core Skill is focussed on developing digital skills, including mainstream and highly specialised assistive technologies, to maximise student's independence in work, at home and in the community; and facilitate the best possible access for students to their local and online communities.

Wellness:

This Core Skill is focussed on developing the skills, understanding and tools required to maintain positive mental wellbeing so that students can apply them across a range of contexts. The areas from which individual development areas are identified include co-regulation, taking notice/self-awareness, giving, doing what I love and predictable days.

Accreditation Overview

Students have the opportunity to work towards a range of accredited qualifications.

Students only work towards meaningful and relevant qualifications, led by their individual post College destinations and personal aspirations. This ensures that students develop the formal and informal skills, knowledge and behaviours they need to secure their next steps after College.

- Functional Skills Maths Entry Level 3
- Functional Skills Maths Level 1
- Functional Skills Maths Level 2
- Functional Skills English Entry Level 3
- Functional Skills English Level 1
- Functional Skills English Level 2
- Award in Digital Skills Entry Level 3
- Certificate in Digital Skills Level 2
- Award in Personal Progress
- Award in Independent Living E1
- Certificate in Independent Living E1
- Award in Independent Living E3
- Award in Life Skills E1
- Award in Life Skills E2
- Award in Personal Development E3
- Award in Personal Development Level 1
- Award in Introduction to British Values E3
- Award in Using Employability Skills E1
- Award in Using Employability Skills E2
- Award in Using Employability Skills E3
- Award in Skills for Employment Entry 3
- Certificate in Skills for Employment Entry 3
- Award in Skills for Employment Level 1
- Award in Work Preparation Level 1
- Award in Work Preparation Level 2

English and Maths.

Orchard Hill College supports the developments of English and Maths skills, knowledge and understanding through both contextual and discreet teaching.

For some students, a contextual model is followed. Within the curriculum natural Maths and English opportunities are identified. This ensures that activities are effectively differentiated, taking into account the levels a student is working at and provides opportunities for students to develop specific skills in real-world contexts.

For those working towards accreditation, discreet Maths and English teaching occurs. Here, staff continue to sign post where and how subject knowledge can be applied in the real world, with particular reference to student's individual planned employment contexts. Students also develop specific exam skills.

Other Curriculum Areas



Students work towards the Achiever's Personal Development and Employability Skills Award. This provides students with an opportunity to develop their employment skills and deepen their existing skills within an employment context. The award is portfolio based which makes it more accessible for more of our students.



The Duke of Edinburgh's Award provides our students with the opportunity to achieve alongside the hundreds of thousands of their mainstream peers who take part each year. Working towards the award provides students with an opportunity to apply their skills in a new and challenging real-world context. The award they achieve, at any level, supports students to recognise their strengths and abilities. Their achievements help to perpetuate the College's firmly held belief that students with SEND can and do achieve.