



## Beaumont College - Curriculum Strategy

### Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Julia Park September 2024
Delegated Reviewer	Julia Park 24 02 25
Date implemented:	September 2024
Version Number:	1.0
Date of the next review:	July 2025
Date of the next review:	July 2026

### To be read in conjunction with:

- Beaumont College Assessment Policy
- Beaumont College RARPA policy
- Beaumont College PSHE and SRE policy
- Beaumont College Prevent Policy and Procedure
- Beaumont College commitment to embedding British Values Summary

### Curriculum Vision and Mission

Our college vision is to inspire society to believe in the incredible difference that learning brings for disabled people.

Provision of a rich, inclusive, pan disability learning environment where every learner is empowered to progress and achieve is central to our college mission. Our young people are at the heart of our ambition, and we are focused on making a difference to their lives.

We are inspired and motivated to unlock potential that enables every individual to become the best versions of themselves. The purpose of our curriculum is to prepare young people well so they can take their next steps into the wider community on a journey that is best for them; confidently and capably.

### **Who are our learners?**

Our community of learners is diverse. We work with young people whose profiles are often complex and present a broad range of learning disabilities and difficulties. Our young people experience individualized learning, care and health support needs based on their individual personalities and personalized assessment of needs.

Beaumont College provides education, health and care programmes for young people whose lives are influenced and impacted by:

- Profound and Multiple Learning Disability
- Complex Health Needs, some of which may be significant, and in a very small number of cases life shortening conditions
- Physical disability and physical access needs
- Access Technology needs
- Neurological conditions such as autism and epilepsy and associated communication and sensory needs
- Mental Health needs associated with diagnosed conditions such as autism, ADHD, pathological avoidance syndrome, demand avoidance syndrome, attachment and trauma history and gender identity
- Behaviours of concern resulting from autism and other specific diagnoses/ non diagnoses that require additional assessment to support them to learn safely and consistently
- Visual Impairment
- Hearing Impairment

### **Curriculum intent.**

Our young people benefit from a broad and balanced curriculum that provides meaningful learning opportunities. Our curriculum intent is based upon the following underpinning core values and practices:

- Matching educational programmes accurately to a young person's EHCP assessed needs and an additional multi disciplinary team college based assessment.
- Making a commitment to supporting young people to increase their personal development skills, communication, confidence, health, mental health and independence as underpinning core skills woven through our whole curriculum framework.
- Ensuring that learning is fit for purpose, real, relevant and that it is appropriately matched to assessed levels and provides stretch and challenge

to support successes, progress and sustained achievements by learners at all levels.

- Being ambitious in offering inspiring and enriching learning experiences that ensure young people enjoy what they do, learn and have access to fantastic life opportunities and experiences that will support them to live more happy, healthy and fulfilled lives in the future.
- Being rigorous in our review of learners' needs and continuous in the development of our curriculum and our intent to consistently provide highly innovative and bespoke provision that can meet a diverse range of learning needs.
- Being ambitious in realising and creating ability for our curriculum to sustain best practice, search for new solutions and innovations to break down barriers to learning and build capacity within college structures to innovate further
- Holding high aspiration and working with efficacy with the young people we serve, sharing a common belief that every one of us as a staff member can make a difference through the work we share with students on a daily basis

#### **The aim of our curriculum is to support young people to:**

- Become successful learners, make progress and achieve their full potential
- Become confident, resilient individuals who are able to communicate effectively, in their way and in their most preferred style, and live healthy and fulfilling lives
- Become capable and responsible adult citizens who can take their place successfully in their wider communities

#### **Curriculum Locations**

Beaumont College provides learning provision for young disabled people in locations in the North West and South of England

- Lancaster – day and residential placements
- Blackpool – two split locations in Blackpool and Poulton le Fylde
- Carlisle
- South Lakes – Ulverston
- West Sussex - Billinghamurst

The demography of student cohorts is slightly different at each location, but our curriculum framework can flex to accommodate differentiated intake on a continuous basis to be responsive to learners' needs.

Cohort numbers vary in each pathway, however the implementation of these pathways has enabled us to standardise learning programmes across all sites. The

pathway structure has provided the capacity to standardise staff training and CPD, OTLA and the review and assessment of college provision on all sites very successfully.

## **Curriculum Delivery**

Student learning experiences are planned and implemented by a trans-disciplinary team. Each team of specialists employs specialist techniques to maximise learning and independence of individual students. Departments within college include:

- Pathway Co-ordinators - Lancaster
- Lead tutors - satellite locations
- Teachers
- Learning Support Workers
- Student Support Teams
- Speech and Language Therapists and specialist technicians
- Assistive Technologists
- Occupational Therapists
- Physiotherapists
- Positive Behaviour Management trainers
- Positive Behaviour Support Practitioners Nurses
- Eating and Drinking Specialists
- Facilities teams

## **Curriculum Implementation**

### **RARPA – please refer to RARPA policy and Procedure**

Curriculum Provision is delivered by matching a young persons assessed needs to the most appropriate curriculum provision offered in our curriculum framework.

### **Step 1 - Delivering personalised RARPA learning**

Student programmes are planned around individual needs including:

- EHCP outcomes
- Multi-disciplinary assessment undertaken during 'Intake Assessment'
- Aims of Placement
- Annual Outcomes
- Steps to Achievement
- Accredited Learning Outcomes (where relevant)
- Individual Option Planning, PATH and tutorial meetings

### **Step 2 – Matching an individuals' assessed need to a pathway that best suits them**

The college's curriculum framework consists of six 'Pathways' that offer their own unique learning experience via bespoke sets of specifically designed teaching and

learning strategies, knowledge, understanding and skills acquisition, subject delivery, and course delivery. Each pathway has a clear rationale as to the potential outcomes for students and describes the possible impact of their achievements on their quality of life.

Each pathway in the curriculum framework has a clear structure that outlines the implementation, intent and impact of the theory and practices utilised within it, in order that learning can be effectively planned, assessed, and monitored.

### **Our curriculum provision offers six pathways:**

- Sensory Communication
- Communication and Interaction
- Skills for Independent Living  
Skills for Life and Work
- Learning Through Technology and Partnerships
- Access To Learning

At our Lancaster site, each pathway is lead and managed by a 'Pathway Co-ordinator' who has the necessary skills, knowledge and understanding that is specialist to each pathway.

At each of our satellite locations, a Lead Tutor manages dedicated provision.

There is regular liaison with all centres to ensure standardisation of practice across all sites.

### **Step 3 – Matching an assessed need against externally accredited courses**

#### **Accredited Learning**

External accreditations are included in a students' programme only when it is appropriate for their ability and needs and only when it is naturally occurring and supports achievements in a meaningful way. Accredited courses are embedded into 'Skills for Independent Living', Learning Through Technology and Partnerships' and 'Skills for Life and Work' pathways and are available at each learning location.

#### **Accreditation Framework**

[Accreditation Framework July 2024.xlsx](#)

## **Sensory Communication Pathway**

### **Intent:**

Young people can develop their sensory, exploratory and communication skills in order to have an impact on their world and their social interaction.

Students following this pathway will develop increased levels of engagement with a broader range of activities and people. They will make positive steps towards becoming intentional in their communication such as by beginning to demonstrate preferences, make choices and have an impact on their world. They will also have opportunities to develop their sensory and exploratory skills.

In partnership with significant others, students will work towards outcomes to support their transition and a future quality of life. Students will be working towards tangible outcomes which may include the development of anticipation, a willingness to explore and participating in daily routines and reliably/ consistently expressing sensory preferences.

### Pathway Implementation and Impact Overview:

Implementation Styles	Impact and Outcomes for young people
Highly specialist therapy-based strategies used in education sessions Highly specialist use of MDT approaches supported by OT/PT and nurses Completion of sensory profiling assessments Completion of DisDat (pain recognition) assessments The use of 'High Five Routines' to support upper limb function The use of Yoga routines and Stretch and Chill Hydrotherapy sessions (external pool facility) Rebound Therapy session (external provider) The use of massage techniques Use of highly specialist and person-centred equipment Use of environmental controls for functional activities that support understanding of cause and effect and enhance the ability to control their sensory environment Activities that development the use of all the senses Use of postural management strategies Physical activities as defined by therapy team that promote the development of proprioceptive and vestibular sensory processing Total Communication strategies Intensive Interaction	Active and increased participation for longer periods Increased confidence Increased tolerance of new contexts and people Demonstrating preferences Sharing attention Sharing joint Attention Demonstrating turn taking skills Development of self -awareness of sense of self Being able to make a choice Develop understanding of 2D representation Develop the use of 'voice' to communicate and gain someone's attention Initiating communicative interaction Consistently use communication behaviours Range of exploratory behaviours Object permanence Consistent communication can be interpreted by communication partner Intentional communication Show awareness of cause and effect Increase levels of engagement Use of switches to communicate Learning how to relax/ be still Early social communication skills Showing anticipation Rejecting or refusing

<p>Multi-sensory approaches using a wide range of media  Repetition  Structures and consistent and repeated routines  Motivating routines that support learning  Objects of Reference  Interactive social play  Use of 'Messy Play' activities that develop hand function  Exploration of different media to increase exploration and tolerance of unfamiliar textures  Contingent staff responses – staff knowing students well and interpreting their responses accurately, e.g. laughing may be anxiety and so staff need to understand nuances of presentation when supporting students within this pathway  Indoors and outdoors  Use of defined spaces for specific purposes and to meet learners' sensory needs  Specialist 1:1 and 2:1 staffing within a team that has increased understanding of the potential medical needs of young people within this pathway  Access to a balanced timetable i.e. stimulating vs relaxing  Personal Portfolio  Routes for Learning  TASSELS – hand under hand support  Some use of Makaton where students are able to understand  Embedding sensory profiles to support engagement and learning  Use of structured routines that maintain quality of life  Development of compensatory strategies to maintain skills levels after ill health of periods of stay in hospitals  Extend sentence about including but not limited to ...balance of education, health, and wellbeing...safeguarding ...wellbeing.... balanced timetable  To support change of posture during learning to support increased access to activity in session  Use of assessment against the 'Engagement Model'</p>	<p>Developing an outward looking/awareness of world  Showing increased strength</p> <p>Increasing in mobility  Increasing co-ordination  Increased upper limb function  Increase in tone  Improved Circulation  Improved respiration  Improved gut health  Prevention of pressure areas  Actively seeking to have basic needs met by using early problem-solving skills, e.g. by reaching out to touch something  Show and ability to indicate some level of sensory preference</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Interaction Pathway

### Intent:

The development of early thinking and communication skills to support young people to take a more proactive role in social and practical activities.

Students following this pathway are supported to build upon emerging cognitive skills and formal expressive/receptive communication skills. The pathway will provide opportunities to use these with a range of people including peers in a variety of contexts both within college and in the wider community.

Students will be working towards tangible outcomes that may include the development of turn taking, attention and listening, following simple instructions, and learning new vocabulary. The subjects and activities are practical to promote purposeful participation.

### Pathway Implementation and Impact Overview:

Implementation Styles	Impact and Outcomes for young people
<p>Highly personalised activity is planned that supports learners' confidence and helps them to engage in a real and meaningful way</p> <p>The use of motivating, meaningful and practical activities as a central starting point to capture learner interest and engagement</p> <p>Involvement in activities and routines that are already familiar or are preferences in order to develop confidence and autonomy</p> <p>Involvement in activities that enhance an awareness of what is happening in the world around them.</p> <p>Activities that increase frequency and lengths of engagement</p> <p>Use of activity that focusses on things that are going to be valuable and practical for adulthood</p> <p>Use of activities that promote active involvement</p> <p>Use of alerting activity</p> <p>Use of calming activity</p> <p>Create situations whereby students feel part of their community and feel safe within this</p>	<p>Increase in tolerance &amp; perseverance</p> <p>Increased motivation to Explore the world (tactile, cognitive, and sensory)</p> <p>Increase in attention and listening skills</p> <p>Develop sense of safety and respond to key words like 'stop' and 'wait' if in danger</p> <p>Increased awareness of others</p> <p>Increased interest in others and joint partnerships</p> <p>Development of choice making skills</p> <p>Increased ability to follow instructions</p> <p>Able to take turns</p> <p>Able to share with others consistently</p> <p>Increase in vocabulary</p> <p>Development of early formal communication</p> <p>Able to sort, match &amp; categorise</p> <p>Develop increased awareness of basic concepts</p> <p>Recognise and understand routines and sequences</p> <p>Develop early self-direction and initiation</p> <p>Increased use of simple technology</p>



<p>Create situation that support young people to contribute</p> <p>Provide opportunity for young people to be seen, heard and have agency</p> <p>Use of exploratory learning</p> <p>Use of experiential learning</p> <p>Use of experimental learning</p> <p>Use of modelling to show social conventions and routines</p> <p>Use of multi-media including texture, taste, smell to motivate learning</p> <p>Use of hands on and practical learning</p> <p>Use of regular routines to support understanding and anticipation</p> <p>Use of structure to promote anticipation familiarity and independence</p> <p>1:1 work</p> <p>Group work</p> <p>Use of Makaton to promote key word understanding and speech</p> <p>Use of communication books to support ideation of objects</p> <p>Use of symbols to aid understanding expression attention and independence</p> <p>Repetition of familiar routines to aid recall and retention of knowledge and skills</p> <p>Use of phased gradual reduction of active support to increase independence</p> <p>Opportunities to share joint reading</p> <p>Promotion of intentional communication in focussed episodes and in more functional situations</p> <p>Encouraging students to take a lead in turn taking</p> <p>Use of preferred objects to develop opportunities for interaction with familiar staff that is student led</p> <p>Use of bespoke learning areas to support confidence and engagement in highly capable environment that the students prefer.</p> <p>Working towards independence in simple routines</p> <p>The teaching of basic functions of objects and use these appropriately</p> <p>Purposeful way of participating in the word</p> <p>Doing things for meaning</p> <p>Developing understanding of the world</p> <p>Develop the skills to understand</p>	<p>Increased mobility &amp; body awareness</p> <p>Active participation in fitness activities</p> <p>Developing the skills to understand the worlds around them and make independent active choices</p> <p>Develop understanding of a range of key words</p> <p>Develop understanding of nouns</p> <p>Develop understanding of verbs</p> <p>Develop understanding of concepts</p> <p>Enjoying someone else's company</p> <p>Develop awareness of the meaning of 2D pictures and visuals</p> <p>Develop awareness of own agency on the world and interactions with others</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Use of low tech and high tech AAC devices to develop more independence. Using VOCA to reinforce the purpose of spoken words and message giving and intention to give</p> <p>Use of VOCA to navigate a wider set of situations and problem solving</p> <p>Use of Routes for Learning ABC Steps to assess progress</p> <p>Use of appropriate reading schemes to promote early shared reading skills</p> <p>Use of verbal and visual key word strategies that promote learner safety and understanding of personal safety.</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## Skills for Independent Living Pathway

### Intent:

To develop the ability of young people to maximise their independence and autonomy within independent living, supported living, skills-based activity and community-based activity.

This pathway will take a student through a mixed programme of activities that will enable them to prepare for living a more independent life and participate in, further education, employment related activity and community-based activity.

They will learn new skills that maximise independence within familiar routines such as organisational skills, money handling and personal safety. Students will also have opportunities to increase communication, decision making and social interaction skills, develop an understanding of social rules and learn to cope with change.

### Pathway Implementation and Impact Overview:

Implementation strategies	Impact and Outcomes for young people
<p>Access to learning that can flex between Pre-Entry and Level 1 and matches strengths and needs</p> <p>Access to learning that is provided in visual or written forms and allows learner to work using tools that are matched to their skills levels</p> <p>Access to learning supported by staff at the right level and increased or decreased</p>	<p>Achievements across Entry 1 to Level 1 learning</p> <p>The development of Mathematics, English and ICT skills</p> <p>To increase the use of Maths, English and ICT related skills in everyday situation</p> <p>Increase ability to use adaptive equipment independently to complete everyday activities</p> <p>Development of creative skills</p> <p>Development of practical skills</p> <p>Development of employability related skills</p> <p>Development of directing skills</p> <p>Development community access skills</p>

<p>dependent on the needs of the learner</p> <p>Use of MDT approaches</p> <p>Use of Makaton sign</p> <p>Learning within college</p> <p>Skills based learning</p> <p>Employability skills-based learning</p> <p>Community based learning</p> <p>Outdoor based learning</p> <p>Practical and real activities</p> <p>Use of activity that promotes the use of written work</p> <p>Engagement in creative work</p> <p>Completion of assessment work</p> <p>Engagement in activity that promotes use of mathematics</p> <p>Engagement in activity that promotes use of reading skills</p> <p>Engagement in activity that promotes use of speaking and listening skills</p> <p>Engagement in activity that promotes use of ICT</p> <p>Engagement in activity that promotes development of life skill</p> <p>Engagement in skills-based learning</p> <p>Practical activities with routines attached</p> <p>Forest Schools Approach</p> <p>John Muir Trust Approach</p> <p>Engagement in physical fitness approaches</p> <p>Scaffolded learning materials that support learners understanding and independence</p> <p>Teaching of leadership skills</p> <p>Teaching of advocacy skills</p> <p>Teaching of planning and organisational skills</p> <p>Use of assistive technologies that support independence</p> <p>Teaching of personal safety, Prevent and British Values</p> <p>Engagement in activity that supports the development of</p>	<p>Potential to develop unique and special skill sets in subject areas</p> <p>Increased ability to use public transport either with some support or independently</p> <p>Potential to develop physical fitness and increased mobility</p> <p>Potential to achieve in accredited learning assessed between Entry 1 and Level 1.</p> <p>Increased ability to read and follow instructions</p> <p>Increased ability to listen to and follow instructions</p> <p>Increased awareness of personal safety – road safety, kitchen safety, vulnerability around others, bullying/ hate crime</p> <p>Increased awareness of e safety</p> <p>Increased ability to seek information</p> <p>Increased ability to ask for help when needed</p> <p>Increased ability to follow routines and sequences</p> <p>Increased confidence to make choices and take decisions</p> <p>Increased ability to make a request</p> <p>Increased ability to use organisational and planning skills</p> <p>Increased independence in using problem solving skills and initiative</p> <p>Increased awareness of community facilities</p> <p>Improved self-advocacy and resilience skills</p> <p>Knowing and using social conventions e.g. queuing, turn taking and talking to strangers</p> <p>Development of functional and social communication skills</p> <p>Create relationships with others and friendships where they would like to</p> <p>Development of team working skills including sharing and negotiating</p> <p>Increased resilience in coping with new experiences</p> <p>Enhanced ability to express emotions and feelings</p> <p>Increased awareness of self and identity</p> <p>Increased awareness for the need for self-care and personal care</p> <p>Develop and increased understanding of sexuality and relationships</p> <p>Development of positive emotional health and wellbeing</p> <p>Development of adult status</p> <p>Development of emotional regulation skills</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>emotional resilience and confidence</p> <p>Develop learners' ability to manage and cope with transitions and changes</p> <p>Teaching of mindfulness and relaxation</p> <p>Teaching of emotional self-regulation</p> <p>Bespoke 1:1 PSHE sessions</p> <p>Group PSHE session</p> <p>Interception Programmes</p> <p>Sensory Profiling</p> <p>Development of emotional literacy</p> <p>Scaffolded learning materials that support learners understanding and independence</p> <p>Use of assistive technologies that support independence</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## Skills for Life and Work Pathway

### Intent:

To prepare young people for future opportunities, responsibilities and experiences of further education, development of vocational and employability related learning, work or volunteering opportunities.

This pathway involves preparation for the future opportunities, responsibilities and experiences of adulthood and work/volunteering life. The pathway aims to facilitate the transition from college to further education, training, or employment. It focuses on preparing for future life choices through developing work and independence skills. Overtime the support provided to young people will decrease as independence and confidence increase.

Students will have the opportunities to develop leadership and self-advocacy skills alongside the ability to self-reflect and evaluate. They will also learn about working within a team and employability skills.

### Pathway Implementation and Impact Overview:

<b>Implementation Styles</b>	<b>Impact and Outcomes for young people</b>
<p>Use of strategies that promote independence and reduces support over time.</p> <p>Completion of externally accredited courses</p> <p>Engagement in activity that promotes self- advocacy, problem solving and teamwork</p> <p>Engagement in learning that develops practical skills and knowledge in vocational areas</p> <p>Participation in Enterprising activity</p> <p>Participation in work placements</p> <p>Participation in projects that develop specialist skills and enable opportunity to highlight talent in community-based spaces</p> <p>Engagement in activity that has a high focus on developing English, maths, and IT skills in real and relevant situations</p> <p>Engagement in activity that promotes independent research and study skills</p> <p>Use of technology and digital media</p> <p>Development of employability Skills</p> <p>Engagement in activity that promotes the development of team working skills and leadership skills</p> <p>Engagement in activity that develops sense of self and increased self –awareness of adult status</p> <p>Engagement in activity that promotes resilience and initiative</p> <p>Engagement in activity that develops organisational skills and planning against risk factors</p>	<p>Increased ability to direct others</p> <p>Development of increased independence in travel skills</p> <p>Increased understanding of health and safety</p> <p>Development and achievement in Maths, English and ICT ability</p> <p>Increased ability to use maths, English and ICT functionally in real life situations</p> <p>Increase in ability to show research and study skills</p> <p>Planning and organisation including time management</p> <p>Development of the ability to make informed choices</p> <p>Healthy living and fitness activity</p> <p>Development of leadership skills</p> <p>Become more autonomous and confident in personal future planning</p> <p>Increased knowledge of community setting and increase in confidence to access these with greater independence</p> <p>Increased confidence to use self-advocacy skills</p> <p>Knowing and using social conventions</p> <p>Advanced Communication skills (including negotiation and compromise)</p> <p>Enhanced ability to use problem solving and creative thinking skills</p> <p>Increase in ability to use initiative</p> <p>Increased ability to work alongside peers to problem solve and become less reliant on members of staff</p> <p>Increase in confidence to use expressive language</p> <p>Teamwork, understanding friendships and relationships</p> <p>Increased knowledge of rights and responsibilities</p> <p>Increased knowledge of British Values and Prevent</p> <p>Increased ability to express emotions and feelings</p> <p>Increased understanding of the world of work (including commitment, self-motivation, and reliability)</p> <p>Acquisition of employability skills</p> <p>Developed ability to manage emotions</p> <p>Increased ability to recognise and respect difference</p> <p>Development of self-reflection and evaluative skills</p>

	Development of IT and media skills Increased ability to use risk management strategies Increased awareness of personal safety Increased awareness and empathy for others Increased ability to be tolerant, be pragmatic and accept change or compromise
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## **Learning Through Technology and Partnerships – Using Assistive and Adaptive Technologies**

### **Intent:**

To develop the ability of young people to self-advocate and become more independent in everyday life using assistive and adaptive technology solutions whilst working alongside their communication partner.

Students following this pathway benefit from the support that comes from working in partnership with another person and specialist assistive communication and access technology equipment. The activities in the pathway provide opportunities for students to identify their preferred support approaches and to trial a range of specialist support equipment to find what works best for them. Students can develop their skills in directing and in taking the lead within an enabling relationship. This will in turn allow them to take an increased amount of control over their lives in their own home and within the community.

Students following this pathway will also have access to bespoke training and adaptive equipment that enables them to become more independence and autonomous in their everyday life.

**Pathway Implementation and Impact Overview:**

<b>Implementation Strategies</b>	<b>Impact and outcomes for young people</b>
<p>Highly specialist MDT therapy-based strategies used in education sessions that support wellbeing and learning</p> <p>High levels of support provided by specially trained therapists and assistive technologists</p> <p>High use of therapeutic assessment approaches</p> <p>Highly specialist use of MDT approaches supported by OT/PT and nurses that support wellbeing and learning</p> <p>Postural management programmes</p> <p>Pain management programmes</p> <p>Diet and nutrition programmes</p> <p>Energy exertion management programmes</p> <p>Co-production of AT access strategies that help students to work smarter and not harder in each activity</p> <p>Development of easy access methods that protect and promote healthy wellbeing</p> <p>Use of highly personalised approaches that create individualised access to learning</p> <p>High focus on preparation for adulthood and building adult status</p> <p>Developing awareness of self and body</p> <p>Regular daily engagement in physical activity that</p>	<p>Becoming more assertive and active in life</p> <p>Taking more control over how to live life</p> <p>Developing a greater sense of adult status</p> <p>Becoming less passive in the company of others</p> <p>Taking an increased responsibility for health and well being</p> <p>Developed understanding of how individual disability can impact on emotional health and apply individual strategies to support self</p> <p>Increased confidence in sharing their voice</p> <p>Increased levels of confidence in social situations</p> <p>Increased social communication skills</p> <p>Increased awareness of and understanding of self and own health needs</p> <p>Increases in self- esteem and feeling valued</p> <p>Increased ability to use communication devices/ repair strategies that support the listener to fully understand</p> <p>Increased maturity and recognition</p> <p>Increased ability to make contributions in various contexts and situations</p> <p>Improved directing skills</p> <p>Increased self-advocacy skills</p> <p>More consistent use of switching skills</p> <p>Greater understanding and use of assistive and adaptive technology</p> <p>Improvement in electric chair driving skills</p> <p>Improvement in cane usage for orientation</p> <p>Increased independence when using adaptive technology in different settings</p> <p>Improvement in Independent mobility</p> <p>Increasing tolerance to physical contact</p> <p>Increased understanding of personal safety</p> <p>Increased confidence to take measured risks within the community, e.g riding on a bus, driving on rough terrain</p> <p>Development of balance, strength and co-ordination</p> <p>Increased understanding of diet and nutrition</p> <p>Increased understanding of the benefit of fitness activities</p> <p>Development of subject related skills, knowledge and understanding</p>

increases strength and mobility and maximises physical engagement and functional use of movement  
Engagement in personalised learning that increases emotional resilience and maturity  
Tuition and guidance that supports the person to keep well and alert others to pain management needs  
Engagement in highly person-centred activity that has purpose and will be of practical use into the future  
Engagement in activities that help students access activity alongside a range of peers with equity  
Engagement in highly functional activity in the community  
Use of low tech AAC strategies  
Use of high tech AAC strategies  
Engagement in switch/ grid access methods for everyday purposes including, IT, Media, Gaming,  
Environmental controls  
Engagement in activity that promotes self -confidence and assertiveness  
High focus on self- advocacy skills  
Exploration of new language packs and grid software that best suits the needs of the individual and supports efficient language retrieval  
Engagement in activity that promotes autonomy and leadership  
High engagement that links to quality-of-life outcomes  
Experiencing different venues  
Embedded skills for life

Achievement in externally accredited courses



Working in Partnership with external health providers Access to bespoke assessment and training packages Engagement in externally accredited courses	
------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## **Access to Learning** *(Supporting young people with diagnosis of Autism and ADHD or conditions that impact learning in a similar way)*

### **Intent:**

To develop the ability of young people to become increasingly emotionally resilient and tolerant in order that can become better able to access the world around them safely, with reduced anxiety and experience an enhanced quality of life.

Students following this pathway are enabled to access college initially within a dedicated provision where learning takes place within highly consistent routines. Learners are gradually supported through phased programmes to explore new learning environments, when appropriate to the individual, and can access a combination of bespoke learning and session-based learning depending on their needs.

Students can work with consistent core staff teams and preferred activity throughout the day to develop familiarity and to support a reduction in anxiety to increase their ability to establish positive relationships that enable them to interact with wider circle of people, environments, and communities.

### **Pathway Implementation and Impact Overview:**

<b>Implementation Strategies</b>	<b>Impact and outcomes for young people</b>
Phased transitions into college that support trust building and familiarity Designation of dedicated learning spaces Learning that takes place in low arousal environments Use of positive behaviour support strategies as an underpinning support central to the whole curriculum Support from specialist trained PBSPs and PBMs Completion of behavioural assessments	Increased awareness of self Increased ability to self- regulate and/or co-regulate Increased ability to develop positive relationships with staff Increased social awareness Development of adaptive or alternative strategies to manage self and reduce risks to themselves or others Increased resilience Increase ability to focus on activity for longer periods of time Increased tolerance to unfamiliar activity or people Development of safer decision-making skills

<p>Support from staff team who are trained in active support</p> <p>Use of integrative therapy approaches</p> <p>Use of trauma informed approaches</p> <p>Use of gentle teaching approaches</p> <p>Highly person-centred bespoke provisions that are exactly matched to the persons needs and pace of their learning</p> <p>Utilisation of core team approaches and consistent staff teams that help the person build rapport, familiarity and trust</p> <p>2:1 staff support models</p> <p>Use of staff 'body doubling' that models good social behaviours and conventions</p> <p>Consistency of routines and activity</p> <p>Safe routines</p> <p>Working to strengths and motivators</p> <p>Use of meaningful and purposeful learning that develops social interactions</p> <p>Use of outdoor learning</p> <p>Use of physical activity that promotes physical health</p> <p>Restful Activity</p> <p>Talking</p> <p>Giving responsibility</p> <p>Exploring emotions and feelings</p> <p>Exploring relationships</p> <p>Activity that builds attention periods over time</p> <p>Activity that supports young people to understand boundaries.</p>	<p>Development of ability to keep oneself safe</p> <p>Development of self-care skill</p> <p>Ability to engage in mindfulness as a regulation strategy</p> <p>Increase in calmness</p> <p>Development of confidence and self-belief</p> <p>Development of English, Maths, and ICT skills</p> <p>Development of vocational and practical skills</p> <p>Development of life skills</p> <p>Increased ability to tolerate being in new and different environments</p> <p>Development of positive self-esteem</p> <p>Increased ability to coping with change</p> <p>Developed ability to understand own health needs in relation to diet, healthy living and exercise</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Pathway Specific Assessment Strategies

- To be read in conjunction with Beaumont College Assessment Strategy

Appropriate assessment strategies are implemented in accordance with each pathway level.

### **Bespoke Packages of Learning**

In addition to providing person-centred learning aligned to a pathway, College can also flex its' curriculum to meet the bespoke needs of learners.

### **'Integrated Learning Spaces' – Out of Session Support (OSS)**

Where students' preferred learning style or sensory need is to work on a 1:1 basis and not in a classroom-based group session, the college has developed a range of opportunities to support learning in a variety of settings and receive 'out of session support.'

A chosen, person centred, comfortable 'safe space' where learning and quality interactions can take place is established so that learners feel enabled to engage in their learning in an environment that is best suited to their style

Students working in 'Integrated Learning Spaces' are assessed into each of the five pathways and the cohort can span across all pathways due to their individual needs;

### **Autism Provision**

Beaumont College offers support for learning that meets the needs of young people with autism. The college holds NAS '**Autism Accreditation**' status and has also 'Certificates of Commendation' for supporting young people with autism to achieve in Duke of Edinburgh and Creative Arts provision.

- College understands that autism is a spectrum condition and recognises each person will have different experiences
- We consider sensory differences of individuals and plan for these in daily learning activities
- We adapt our communication style as we are aware verbal information can be overwhelming
- We are creative in the way we interact with young people and celebrate and share in activity that they enjoy and find motivation from
- We celebrate difference, break down barriers and don't see autism as a deficit

### **Positive Behaviour Support Planning**

College is committed to building 'capable environments' for individuals and works to 'BILD' principles. 'Capable Environments are environments in which people can thrive'.

<https://www.bild.org.uk/resource/capable-environments/>

A team of Positive Behaviour Support Practitioners and Trainers support young people to access their curriculum with a personalised positive behaviour support plan where this is identified as an assessed need.

## **Destination Outcomes**

Students and their advocates are offered support throughout the application process to Beaumont College and during the planning of their transition from college to their future destination. The college facilitates a highly personalised approach to this planning considering the needs of the young person and their families/ advocates. This work includes attendance of student review meetings where possible but also a considerable amount of 1-1 coaching, mentoring and advocacy support work undertaken in conjunction with relevant stakeholders. This ability to support in this way is a service that ensures students have the best possible information and network of support to achieve a high-quality aim of placement destinations.

### **Destination outcomes include moves to:**

- Supported Living
- Day placements
- Further Education College placements
- Vocational placements
- Voluntary work
- Paid Employment
- Lifestyle packages

*Beaumont College South Lakes offers a structured Learning for Living and Employment programme. This is a structured, work-based study programme for 16 – 25-year-old with SEND who have an EHC plan. Graduates from Beaumont College South Lakes can progress to the programme as a progression route where they match the eligibility criteria.*

*The aim of this programme is to support young people with EHC plans to gain paid employment by supporting them to develop the skills valued by employers enabling them to demonstrate their value in the workplace developing confidence in their own abilities to perform successfully at work.*

*The core aim of the programme is to access substantial work placement and employment related activity supported by a job coach. Young people access some teacher led learning sessions, but most of the learning takes place in the workplace.*

*Our supported internship provides a fantastic opportunity to:*

- *Enhance the young person's prospect of gaining and sustaining paid employment*

- *Build confidence and self- esteem*
- *Increase health and wellbeing*
- *Gain friendships and a social life*

**Version Control:**

Version Number	Date	Status	Changes
V1.0	24 02 25	Final	

