



Outcomes
First Group

Curriculum Policy

Policy Folder: Quality of Education

Care First provides specialist further education for young adults aged 16–25 with autism, learning difficulties, SEMH needs, and associated SEND. All learners have an Education, Health and Care Plan (EHCP).

Many learners join Care First following disrupted education, unmet need, placement breakdown, or periods of disengagement from learning. Learners arrive with a wide range of strengths, needs, experiences and levels of independence.

Our curriculum provides a safe, structured and aspirational learning environment where learners are supported to develop the knowledge, skills and confidence needed for adulthood, independence, employment and community participation.

The curriculum is highly personalised and designed to ensure learners experience success, build confidence and make meaningful progress from their individual starting points.

Curriculum Intent

Our curriculum is designed to:

- Prepare learners for adulthood through ambitious and personalised study programmes.
- Develop independence, communication, confidence, resilience and emotional wellbeing.
- Improve learners' academic, vocational and employability skills.
- Ensure curriculum planning takes account of EHCP outcomes and Preparation for Adulthood priorities, while providing learners with a broad, ambitious and appropriately sequenced programme of learning.
- Provide meaningful accredited and non-accredited learning opportunities appropriate to learners' needs and aspirations.
- Promote inclusion, equality, community participation and positive wellbeing.
- Support learners to become as independent as possible within education, employment and adult life.

The curriculum reflects the organisation's specialist further education model and is designed to support learners toward meaningful long-term outcomes.

Curriculum Offer

Learners access personalised study programmes which may include:

- Functional Skills English and Maths (Entry Level 1 to Level 2)
- Vocational learning pathways
- Preparation for Adulthood
- Employability education
- Tutorial and personal development
- Community inclusion and independent travel
- Health and wellbeing
- Enrichment opportunities
- Employer engagement and work-related learning
- Accredited qualifications including NCFE and ASDAN programmes

Vocational pathways are informed by learner aspirations, EHCP outcomes, Preparation for Adulthood priorities and local labour market information where appropriate.

Curriculum Pathways

The curriculum is structured through two overarching pathways, providing clear progression routes from learners' individual starting points towards greater independence, accredited learning, employability and meaningful adulthood outcomes.

Pathway placement is informed by each learner's starting point, communication profile, learning needs, level of independence, EHCP outcomes and long-term aspirations. Placement is reviewed as learners develop and progress.

Foundation Pathways

The Foundation Pathway provides a highly personalised curriculum for learners working towards increased engagement, communication, independence and Preparation for Adulthood outcomes.

The pathway is structured through three progressive stages:

Willow

A highly personalised stage for learners with complex communication, sensory and therapeutic needs. Learning focuses on engagement, communication, emotional regulation, daily living skills, independence and meaningful sensory-informed learning experiences.

Birch

A stage focused on developing functional academic skills, communication, independence and Preparation for Adulthood. Learners access personalised programmes designed to build confidence, engagement and readiness for increasingly independent learning.

Oak

A stage designed for learners developing greater independence and readiness for accredited learning, vocational opportunities and future adulthood pathways. Learning continues to develop functional academic skills alongside employability, independence, community participation and Preparation for Adulthood.

Learners may progress through the Foundation Pathway in response to their individual development and outcomes. Progression is not determined by age or time spent on a particular stage and is informed by assessment and professional judgement.

Vocational and Qualification Pathways

The Vocational and Functional Skills Pathway provides a more structured programme for learners who are ready to work towards Functional Skills, vocational learning and/or accredited outcomes.

Programmes are personalised according to learners' starting points, aspirations, EHCP outcomes and intended destinations and may include:

- Functional Skills English and Maths at an appropriate level

- Employability education
- Preparation for Adulthood
- Independent living and personal development
- Enterprise and community projects
- Employer engagement and work-related learning
- Community participation and independent travel
- ASDAN programmes where appropriate
- Vocational learning informed by learner aspirations and local labour market opportunities

Vocational curriculum areas may include Hospitality and Catering, Business Administration, Construction and Woodwork, Health and Social Care and Digital Skills.

Learner pathways are reviewed in response to assessment, progress, changing needs and aspirations. Curriculum programmes remain sufficiently flexible to ensure learners receive the level of support, challenge and opportunity appropriate to their individual starting points and intended destinations.

Preparation for Adulthood

Preparation for Adulthood is central to the curriculum and embedded across all pathways.

Learners are supported to make progress in:

- Independent living skills
- Employability and vocational learning
- Community inclusion and participation
- Communication and relationship building
- Health, emotional wellbeing and self-regulation

Learning programmes are personalised to support learners toward meaningful adulthood outcomes and positive next steps.

Teaching and Learning

Teaching at Care First is structured, engaging, adaptive and personalised to meet individual learner needs.

Staff maintain high expectations for all learners and promote independence through carefully planned support and adaptive teaching approaches.

Teaching and learning approaches include:

- Clearly sequenced learning with identified outcomes
- Adaptive teaching, activities and resources which respond to learners' individual starting points and needs
- Practical and community-based learning opportunities
- Therapeutic and sensory-informed approaches where appropriate
- Use of visual supports, assistive technology and adapted communication methods
- Opportunities to generalise skills across different environments and contexts

Teaching Assistants provide targeted support within lessons, vocational activities and community settings to maximise engagement and promote learner independence.

Learners' achievements are celebrated regularly through displays, events, learner voice activities and wider community opportunities.

Key Skills Development

The curriculum supports learners to develop transferable skills which prepare them for adulthood and future opportunities.

These include:

- Communication

- Problem solving
- Teamwork
- Independent thinking
- Self-management
- Reflection and self-assessment
- Creativity
- Emotional regulation and resilience

Key skills are embedded across curriculum areas and linked to EHCP outcomes and Preparation for Adulthood priorities.

Curriculum Planning

Curriculum planning ensures that learning is purposeful, appropriately sequenced and responsive to learners' individual starting points, needs and intended outcomes. Planning takes place at three interconnected levels.

Long-term Planning

Curriculum maps and pathway sequencing establish the intended breadth, progression and coverage of learning across the academic year and support progression over time.

Medium-term Planning

Schemes of Learning identify the sequence of knowledge, skills and learning experiences within curriculum areas. They provide a clear framework for teaching while allowing sufficient flexibility to respond to individual learner needs.

Schemes of Learning make appropriate connections to Preparation for Adulthood, accredited learning, employability and wider learner outcomes.

Responsive Planning

Teaching staff use Schemes of Learning alongside learners' individual plans, starting points, communication profiles, assessment information and identified support strategies to adapt learning appropriately. Teaching is responsive to learners' progress and engagement, with staff using ongoing assessment and professional judgement to determine appropriate next steps.

Assessment, Feedback and Reporting

Assessment at Care First identifies learners' starting points, informs teaching and curriculum planning, and measures progress over time.

Assessment considers both curriculum progress and wider developmental outcomes, including independence, communication, employability, emotional regulation and community participation.

Learners complete baseline assessments to establish their starting points. Curriculum progress is subsequently reviewed at planned assessment points throughout the academic year.

Progress is monitored through a range of evidence, including:

- Initial baseline assessment
- Ongoing formative assessment
- Evidence for Learning
- The EDSM assessment framework
- Accredited outcomes where appropriate
- Progress towards Personal Learning Goals (PLGs) and EHCP outcomes
- Annual EHCP review processes
- Learner work and other appropriate evidence of learning

The EDSM framework supports consistent professional judgement when assessing learners' progress through:

- Emerging
- Developing
- Secure
- Mastery

Assessment is based on what the learner demonstrates, taking account of independence, consistency and the level of support required.

Curriculum assessment and progress towards individual EHCP outcomes and Personal Learning Goals provide complementary evidence of learners' academic, developmental and Preparation for Adulthood progress.

Assessment information is used to identify appropriate next steps, inform teaching and support decisions regarding pathway placement and progression.

Feedback is appropriate to the learner's communication and cognitive profile and supports learners to recognise achievement and understand their next steps wherever possible.

Parents/carers, local authorities and relevant professionals receive appropriate information regarding learner progress, wellbeing and outcomes. Annual EHCP reviews include educational reporting and multidisciplinary contributions where appropriate.

Progression and Outcomes

The curriculum is designed to support learners toward meaningful long-term outcomes, including:

- Further learning
- Supported internships
- Employment
- Volunteering
- Increased independence
- Community participation
- Positive adult placements

Learner destinations and outcomes are monitored to support ongoing curriculum development and quality improvement.

Challenge and Ambition

Care First maintains high expectations for all learners and ensures that learning provides appropriate challenge from individual starting points.

Where learners demonstrate particular strengths, interests or advanced skills, teaching and curriculum opportunities are adapted to provide appropriate stretch and progression. This may include higher-level

learning, accreditation, vocational development, increased independence, leadership opportunities or enrichment.

Challenge is personalised and reflects the learner's aspirations, abilities, support needs and intended destination.

Quality Assurance and Monitoring

Senior leaders with responsibility for Quality of Education provide strategic oversight of the curriculum, supported by curriculum and campus leaders who are responsible for effective implementation within their areas of responsibility.

Quality assurance processes include:

- Learning walks and lesson visits
- Work scrutiny and moderation
- Review of learner progress and outcomes
- Attendance and engagement monitoring
- Learner voice activities
- Curriculum reviews
- Analysis of accredited outcomes and destinations
- Staff supervision and development

Findings from quality assurance activities inform ongoing curriculum development, improvement planning and staff training.

Curriculum quality, learner progress and outcomes are reviewed through the organisation's quality assurance and governance arrangements, with information shared with relevant stakeholders as appropriate.

Equality and Inclusion

Care First is committed to equality, diversity and inclusion.

The curriculum actively reduces barriers to learning, promotes respect and celebrates diversity. Learners are supported to participate fully in education, community life and wider society regardless of background, ability or need.

Reasonable adjustments are made to ensure all learners can access learning opportunities and achieve meaningful outcomes.

Policy Review

This policy is reviewed annually by the senior leader with responsibility for Quality of Education to ensure it remains current, compliant and responsive to learners' needs.

The review will take account of learner outcomes, quality assurance activity, curriculum developments and feedback from learners, staff, parents/carers and other relevant stakeholders, where appropriate.



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