



CURRICULUM & ACCREDITATION POLICY & PROCEDURE

DATE CREATED	2018	DATE OF NEXT REVIEW	May 2025
POLICY OWNER(S)	Director of Learning		
DESIGNATION	College		

Purpose of policy	St Elizabeth’s College is committed to providing a high quality learning environment which ensures all our learners receive the best possible learning experience.
Intended audience	All College staff
Links to other policies	<p>..\Quality\Ofsted\St Elizabeth's College 10037408 PDF Final.pdf</p> <p>https://reports.ofsted.gov.uk/provider/39/132015</p> <p>https://www.gov.uk/government/publications/advice-funding-regulations-for-post-16-provision/advice-funding-regulations-for-post-16-provision-2024-to-2025</p>

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Curriculum and Accreditation Policy & Procedure

1. Purpose of Policy

The College curriculum is designed to meet the complex needs of individual learners, reflecting the St. Elizabeth's Centre's ethos. The curriculum is designed to prepare young adults for the next stage of their lives, whether this is further learning, work, volunteering or supported living. The individualised programmes of learning are developed using a framework of learning 'Pathways'. Each Pathway of learning is based on a set of principles that lie at the heart of person-centred learning.

We offer a three-year course*. Provision for the ablest learners develops independent living skills; provides work related learning and work experience opportunities; and focuses on relevant English, mathematics and ICT skills. For learners with the most complex needs, the curriculum design ensures learners access provision with therapy at its heart. Independent communication, early mathematics, ICT, health and wellbeing and creative arts are an integral part of the holistic programme, which we aim to deliver in a low arousal setting. For all learners, we also offer a range of social enterprise, vocational learning and where appropriate work placements. We also have many community links that provide a range of opportunities for vocational learning and leisure activities. External accreditation underpins, but does not drive the curriculum.

Staff ensure that learning is fun, innovative, and creative to challenge and stretch learners to make at least good progress across the provision. We have a full enrichment programme which is reviewed annually and links very closely to each learner's targets; but equally as important to enable them to access real life situations, for example: going to the theatre, having lunch out at the pub, having new experiences such as travelling shows, which encourage interaction, the building of confidence, becoming more self-assured, team work and developing peer relationships in a vibrant and exciting way.

Every small but vital step of progress, achievement and success is recognised all the time. Every term, celebration events are held and all learners receive certificates of achievement. This culminates in an end of year prom and graduation for learners that are moving on.

The College curriculum offers a holistic programme across all pathways within the umbrella of developing confidence and independent living skills. All learners are entitled to a broad, balanced, relevant and personalised curriculum, which meets their individual needs and provides them with appropriate recognised qualifications to support them in the future.

The 'Learner Voice' is extremely important to us. Learners' feedback is sought throughout the day and at regular more formal occasions through Learner Council¹ meetings.

*A range of options for placement are available and include day placements both full and part-time (3 days per week), 2 year placements and bespoke packages, if possible.

2. Ofsted April 2022

A full Ofsted Inspection of the College last took place in April 2022². The inspection

outcome of April 2022 graded the College as 'Good' overall, with the following grade profile:

a) The quality of education	Good
b) Behaviour and attitudes	Outstanding
c) Personal development	Good
d) Leadership and management	Good
e) Provision for learners with high needs	Good
f) Overall effectiveness at previous inspection	Good

Summary of key findings:

- Leaders and staff have created a calm and inclusive learning environment where learners feel safe and can flourish. Staff uphold the provider's culture of kindness and care. Consequently, learners develop a good understanding about caring for others, respect and tolerance, and dealing effectively with their own emotions and feelings.
- Leaders liaise frequently with learners' families and external agencies. They respond swiftly and effectively to feedback from parents to improve learners' experience and progress. For example, leaders worked closely with parents and the local authority to secure an additional year of funding to further develop learners' workplace skills.
- Learners have access to and benefit from a bespoke college building that contains high-quality resources to support their individual learning activities and needs. They also access other facilities across the centre that enable them to gain other experiences and develop their character, such as music and exercise.
- Leaders ensure that staff have frequent training from the multi-disciplinary team to be able to support learners effectively. For example, the positive behaviour support team trains college and residential staff to support learners who struggle to self-regulate their challenging behaviour. The training ensures that staff implement consistent approaches to helping learners access the curriculum.
- Leaders track attendance effectively in order to analyse the reasons for learners' absence. Staff and leaders work closely with residential staff to transition residential learners into college in the morning and at lunchtime. In a minority of instances, learners' attendance is low. This is often related directly to health issues, particularly frequent seizures, or incidents that have occurred overnight. However, a few learners refuse persistently to attend learning.
- Specialist staff provide therapeutic and sensory strategies that help learners integrate into the community and develop independence skills. For example, PMLD learners, with some support, purchased drinks and snacks of their choosing in a public café. They managed their behaviour very effectively in a highly stimulating environment. Speech and language therapists identify and implement appropriate communication tools, such as the communication book. These tools help non-verbal learners to tell staff what they need or want to do quickly and effectively.

- The arrangements for safeguarding are effective. Leaders, managers and staff ensure that the safeguarding and well-being of learners are a high priority. They have implemented appropriate safeguarding arrangements to protect their learners, including regular staff training. Staff record their concerns swiftly and accurately, including those that occur in the residences. Leaders have a thorough oversight of safeguarding and use this information effectively, to identify any patterns of behaviour and to improve their support for learners.
- Governance is effective. Governors have an appropriate range of skills, experience and expertise to be able to hold leaders to account. They have a good knowledge of the organisation and understand the strengths and the areas for improvement.

Areas of development:

- Leaders should ensure that they provide teaching staff with ongoing, high-quality and relevant training that helps them to improve their craft of teaching.
- Leaders should provide training to ensure that learning support staff promote learners' independence and do not intervene too quickly in learning activities.
- Leaders and managers should ensure that learners receive appropriate ongoing careers information, advice and guidance throughout their time at the college and that, where appropriate, it focuses on the ambitious destinations that many learners are capable of securing, such as paid and voluntary work.
- Leaders should ensure that they provide further training for staff on the implications of radicalisation and extremism for learners and ensure that staff and learners are fully aware of the local risks.

Below are some excerpts from the Inspection report, which specifically relate to the curriculum:

- *Quality of Education - Leaders provide an ambitious and individualised curriculum that helps learners to develop the skills they need for their futures. Leaders adapt the curriculum annually to reflect the changing profile of their learners. For example, most learners who have recently enrolled to the college have severe or profound and multiple learning difficulties and/or disabilities (PMLD), as well as epilepsy.*
- *Behaviour and attitudes - Staff skillfully use a broad range of strategies to help most learners manage their own, often challenging, behaviours, and to participate fully in learning activities. For example, learners make good use of their 'sensory diet' boxes to calm their anxieties through handling tactile objects and using weighted vests and blankets. Through these strategies, most learners enjoy their learning. They overcome many of the challenges that have prevented them previously from making good progress.*
- *Personal development - Staff promote British values to help learners understand how to live successfully in modern Britain. For example, learners follow a current affairs programme that helps them to develop an awareness of news stories and how these might impact on their lives. They discuss the fuel crisis, the Queen's Platinum Jubilee, the war in Ukraine and special days*

such as International Women's Day and World Homeless Day. Learners learn about different faiths and beliefs, including festivals such as Advent, Diwali, Hanukkah and Yom Kippur. Through the Learner Council, learners develop an understanding of democracy and devise their own election campaigns and voting systems.

- *Leadership and management - Leaders ensure that all staff involved in learners' education, health and care programmes have a consistent approach to providing support for learners, and that they receive such consistent support. For example, lecturers, college learning support assistants and residential learning support assistants follow the same support plans for each learner throughout the college day and in the residences. Staff implement effective sensory stories to help learners to understand and deal effectively with changes in their environment or routines.*

To access the full report please click on the following link: [Ofsted | St Elizabeth's College](#)³.

The College has a robust Quality Improvement Plan, which is reviewed regularly by Senior Leaders and Governors. Continuous quality improvement is monitored in tandem with this policy, to ensure it continues to meet the needs, goals and aspirations of individual learners.

St Elizabeth's College will review this policy before the formal review date, in response to any Ofsted Inspection, within the new Education and Inspection Framework.

³ <https://reports.ofsted.gov.uk/provider/39/132015>

3. The Curriculum Offer

- 3.1 Pathway 1 is designed for the most able learners, particularly those who are working at Entry 2 to Entry 3 level. Learners may aspire to work (whether this is paid or voluntary), go into further learning and transition into the local community in a semi-independent or supported living environment. The majority of learners will follow City and Guilds accreditation in Skills for Working Life and English and Mathematics Themed Award (stepping stone qualification) also accredited by City and Guilds.

This Pathway enables the development of core functional and work-related learning skills (employability) and experience needed in preparation for adulthood, at Entry 3. Vocational learning opportunities are embedded in the curriculum through a range of activities.

- 3.2 Pathway 2 is aimed at learners whose ability is lower than learners on Pathway 1, however are able to engage in vocational and work related learning opportunities, both on and off site. Learners develop their communication, English and mathematics and follow an accredited course regulated by City and Guilds in Personal Progress.

Pathway 2's curriculum is similar to that of Pathway 1 and specifically designed for learners at Entry 1 and Entry 2.

- 3.3 Pathway 3 is designed to meet the needs of the most complex learners who benefit from a therapy driven curriculum, delivered in a low arousal learning environment.

Learners with the most complex needs engage with this provision. Pathway 3 embeds therapy as the learning tool, developing communication with accessible resourcing, core functional skill development with multi-sensory and low arousal learning. Learners access work related learning and social enterprise to enhance the transfer of knowledge and skills. Learners, if appropriate, follow units of accreditation through City and Guilds in Personal Progress.

3.4 English and mathematics

Each Pathway now includes relevant and, if appropriate for the individual learner, accredited routes for both English and mathematics.

NB: All learners are able to access health, therapy, positive behaviour specialists and care teams/resources, enabling them to develop strategies to help manage their anxieties, needs, independence, health and access learning.

3.5 Pre-Assessment

Every learner will be assessed prior to admission. This process will identify whether the learner is a suitable candidate for College and whether the College is able to meet their educational needs.

Further assessments from a multi-disciplinary team approach will then take place to identify and determine care, health, behaviour and therapy needs.

Final assessment and arrangements for placement will be in accordance with the Centres Admissions Policy. <https://www.stelizabeths.org.uk/media/3663/admissions-policy-and-procedure-2023.pdf>

3.6 Placement and assessment

In accordance with the Transition Policy we will develop a bespoke programme to support transition into College,

During the first six weeks of the placement, learners will be continuously assessed to ensure the provision is meeting their individual needs, goals and aspirations for the future, from a multi-disciplinary team approach. [transitions-policy-procedure-sept-2023.pdf \(stelizabeths.org.uk\)](#)

Assessment and progress will be continuous by:

- target setting
- daily progress tracking
- half termly reviews and measuring progress in preparation for adulthood
- termly reviews and measuring progress in English and mathematics
- termly reviews and target setting within Individual Learning Plans
- mid-term reporting
- annual reporting

All of the above will inform progress in relation to the outcomes identified in the individual's Education and Health Care Plan (EHCP) and formal reporting embedded through the College's 'Quality Cycle'.

As and when required/necessary, additional measures will be implemented.

Learners who are making less progress than expected, or are likely to be at risk of not succeeding (ARONS), will be monitored and where appropriate adjustments to targets and/or a review of programme will take place.

4. Curriculum Development Principles

All learners will have full access to the curriculum, irrespective of gender, SEND, ethnicity, academic ability, religion and / or belief, sexuality and social background.

The learning process will be engaging, motivating, challenging, exciting, innovative, and progressive and be prepared to take risks in order to develop learners for adulthood.

All learners, irrespective of their pathway of learning will access programmes of enrichment, community engagement, fundraising, sports and tutorials.

The curriculum will embed health, safety and safeguarding at the heart of delivery and actively promote the 'Prevent' agenda, through active citizenship sessions and using the framework of British Values.

All learners will engage in specific provision in relation to:

- Personal development (spiritual, moral social and cultural development); and
- Behaviour and attitudes (spiritual, moral social and cultural development).

We will develop areas of 'good' provision to 'outstanding' and prioritise areas which require improvement to at least 'good'.

We will develop new curriculum or subjects to meet the national and local changing needs / profiles of our learners, ensuring access to our diverse specialist provision.

Development of additional qualifications will be undertaken to support appropriate progression routes.

All development should have a clear purpose within the funding methodology. We will plan provision to help maximise admissions.

All learners will, as a minimum, maintain the current volume of guided learning hours. The curriculum will support the transition of learners into and out of College. Learner destination data will be captured at regular points throughout the year to evidence the impact of the College placement in securing positive outcomes for individual learners.

We will review annually our partnership service level agreements, to ensure they continue to be fit for purpose, meet our quality standards and are financially sustainable to include in the curriculum offer.

5. Accreditation

The College aspires to equip learners with essential skills for life and offers a diverse range of provision, including accreditation. It is important to recognise that accreditation underpins but does not drive the curriculum offer.

Each pathway of learning offers progressive access to:

- City and Guilds Personal Progress 3803
- City and Guilds Skills for Working Life 4807
- City and Guilds English Themed Award 3847
- City and Guilds Mathematics Themed Award 3847

5.1 City and Guilds Personal Progress 3803 – Pre Entry to Entry 1

This qualification is planned for both Pathways 2 and 3 and enables units/credits to be delivered holistically over the period of placement or more progressively dependent on the needs of the learner by term. The aim of the programme is to develop the learners' independent living skills in its broadest sense. Over the period of a 3 year placement, learners can progress from the Award level to Certificate level and ultimately achieve a Diploma in the qualification. For placements which are less than 3 years, learners will still be able to undertake units/credits of achievement and the individual programme will explore how this is best maximised for the individual learner.

5.2 City and Guilds Skills for Working Life 4807 – Entry 2 to Entry 3

The 4807 qualification is designed for the most able learners to Entry 3. The units of accreditation are managed similarly to that of the 3803 qualification, however, requires a formula, or 'rules of combination' approach, so as to maximise the progress of each learner. As with the 3803 the programme, it also enables achievement at Award, Certificate and Diploma level.

5.3 City and Guilds English 3847 – Entry Level 1 to Level 2

This programme will provide opportunities for learners to achieve formal 'stepping

stone' units of accreditation, through to full qualifications over the period of the individuals' placement, if appropriate.

5.4 City and Guilds Mathematics 3847 – Entry Level 1 to Level 2

This programme will provide opportunities for learners to achieve formal 'stepping stone' units of accreditation, through to full qualifications over the period of the individuals' placement, if appropriate.

5.5 Non Accredited Provision

St Elizabeth's College applies the 'Recognising and Recording Progress and Achievement' (RARPA) model. This model assures progress is captured for all non-qualification provision.

A robust process is in place capturing all steps of targeted progress, as well as unintended outcomes.

5.6 Destinations

All outcomes of qualification data will be captured to evidence learner progress over time. Qualifications will provide learners with recognised certification of their achievements and will support them to achieve their goals and aspirations for the future. This data will also inform the transition process and destination outcomes.

We aspire to equip all learners with the skills they need to prepare them for adulthood during their College placement. Once learners have moved on, we plan to keep in contact with them, their parents and their carers to find out how well they are doing. We do this through a number of methods, namely telephone, e-mail, letter or on occasion if leavers are visiting St. Elizabeth's during one of its many fun events/activities.

6. Quality Assuring Accreditation

The College is committed to delivering the highest standards of learning opportunities. Internal review and monitoring of the standards of learners' work, assessment, planning and review and standardisation are embedded within the Quality Cycle.

Planned standardisation meetings, training and development and internal verification are in place and robustly managed. Staff are clear about what is expected of them and any areas of improvement are managed through supervision and appraisal.

All staff will adhere to the relevant City & Guilds Handbooks, for delivery and quality assurance.

The College will work collaboratively with internal and external verifiers at all times.

7. ESFA (Education and Skills Funding Agency) Funding

7.1 Fees

Funding is provided through the Education and Skills Funding Agency and Local Authorities. In exceptional cases, privately funded placements may be considered.

Learners are encouraged to contribute towards and (depending on the activity) pay

for extra curriculum, enrichment and extended day activities, as part of their preparation for independence/adulthood.

7.2 Funding

This policy is in date until 2026. However, depending on national funding developments, it may be reviewed earlier, to ensure it continues to meet the regulatory requirements, contract and audit controls of the Funding Agency.

The intention is to maximise funding potential in accordance with: ESFA Funding Guidance

- High needs funding (Core and Top-up funding)
- Condition of Funding for English and Mathematics
- Delivering recognised qualifications – approved by Section 96
- Offering placements to learners with Education Health Care Plans (EHCPs)
- Funding for academic years 24/25 for students aged 16 to 19 and students aged 19 to 25 with an EHCP⁶

7.3 Guided learning hours and funding

To maximise funding allocations, the majority of learners will be full-time. Some learners may have part-time day placements. The College will programme delivery in line with the ESFA guided learning hours' model:

Table 1. National Funding rates for 2024/25

Band	Annual Planned Hours		National funding rate per learner
5	580+ hours	16 and 17 year olds and students aged 18 and over with high needs	£4,483
4a	485+ hours	Students aged 18 and over who are not high needs	£4,006
4b	485 – 579 hours	16 and 17 year olds and students aged 18 and over with high needs	£4,006
3	385 – 484 hours	All students	£ 3,258
2	300 – 384 hours	All students	£2,576
1	Up to 299 hours	All students	£4,842 Per full time equivalent.

** read in conjunction with Peter Mucklow National Director for Young People Education and Skills Funding Agency, dated January 2018.*

<https://www.gov.uk/government/publications/advice-funding-regulations-for-post-16-provision/advice-funding-regulations-for-post-16-provision-2024-to-2025>

Appendix 1

English and Mathematics Strategy 2024 – 2025

Rationale

This strategy has been developed to address and manage:

1. Areas for development identified in the full Ofsted Inspection of April 2022;
2. Education and Skills Funding Agency (ESFA) National Funding Formula, including the Condition of Funding*; and
3. Learners' individual needs, goals and aspirations for the future.

1. Ofsted Inspection April 2022;

We aim to provide a curriculum that meets the complex needs of all learners in the promotion of English and mathematics. We will approach the strategy using the following methods:

- Embedding and;
- Direct delivery

Embedding and direct delivery:

Subject specialist staff have implemented action planning tools for both English and mathematics. Staff will work with therapy teams to ensure the continued promotion of a total communication approach for learners is maintained.

The details below set out our intention to improve and develop learners (this is not an exhaustive list):

English:

- An ethos of reading for pleasure, both in and outside of the learning environment;
- Celebrate reading, writing and listening skills in the broadest sense;
- Extending language skills;
- Research and development and implementing innovative resources/technologies;
- Developments in planning i.e. schemes of work and session plans;
- To lead on subject specific qualifications;
- A comprehensive programme of training and development to become an outstanding provider where all observed sessions are at least good;
- Taking action in response to external verification and/or awarding organisation requirements.

Maths:

- An ethos of delivering mathematics in every day life situations;

- Celebrate the subject in its broadest sense;
- Research and development and implementing innovative resources/technologies;
- Create a programme of learning which drives the development of independent living skills enabling learners to manage money in everyday situations, for example when accessing public transport, using weight and measure during shopping activities;
- Development of focus on mathematics in planning i.e. schemes of work and session plans;
- Lead on subject specific qualifications;
- Comprehensive programme of training and development to become an outstanding provider where all observed sessions are at least 'good';
- Analysis of progress data to inform planning and progress; and
- Taking action in response to external verification and/or awarding organization requirements.

2. Mathematics and English condition of funding*

The College will deliver formal stepping stone qualifications in English and mathematics as part of its core offer. The recognized qualification will set a clear structure within the relevant pathway of learning and also support the process of embedding.

In response to changes to funding, the College will now be in a position to meet the criteria for Condition of Funding and help maximize ESFA income.

**Source Peter Mucklow National Director for Young People Education and Skills Funding Agency, dated January 2018.*

3. Learner needs, goals and aspirations

The College will work holistically to support all learners, collaborating with care, therapy, behavior, health teams, parents and/or carers and local authority representatives to ensure progress and development of core skills is regularly reviewed, reported and where necessary acted upon.

Teams will set appropriate targets in line with the EHCP outcomes, and in accordance with the College's Curriculum and Accreditation Policy. Learners' progress will be reviewed throughout the year.

Impact

Data will be reviewed at regular points throughout the academic year. Success of the strategy will be informed by:

- Progress and achievement of targets and outcomes
- B Squared diagnostic assessment
- Skills for Adulthood assessment

- City and Guilds unit and qualification results
- Quality of teaching, learning and assessment
- External verifier reports
- Ofsted inspection