



The Queensmill Trust



Queensmill College

Queensmill College Curriculum policy

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1. Mission statement

A specialist provision for young people with autism, where they can develop their skills in an environment that values them for who they are, with no limits on their aspirations

2. Purpose

This document serves as a guide to the programmes of study and curriculum documents, and to give clarity around the Preparing for Adulthood (PfA) subjects and embedded English and Maths. Our main goal in creating this document was to ensure clear communication with all stakeholders, including students, their families and carers, staff, Governors/Trustees, local authorities, and inspecting bodies. We have attempted to present the information in a clear manner, that reflects both our daily practices and the long-term aspirations of our students.

Please see the separate Study programmes for Q6 and DFN Project search and the Curriculum documents for Q6 and DFN Project search.

3. Overview

Intent:

- Wherever possible we aspire for students to have paid supported employment after College, however this may not be possible for some of our more complex young people. Therefore, our curriculum offer is designed with potential pathways for students. E.g. The Queensmill DFN Project Search supported internship programme, and Q25.

Where paid supported employment is not a possibility due to high level of needs or dysregulation we seek alternatives for our students such as volunteering or a programme with access to Lifelong Learning e.g. via Q25 or Adult Social Care provisions.

- To enable our students to be active members of their communities.
- To equip students with the skills, knowledge and confidence to live as independently as possible.
- To create a foundation and develop skills for long term community access.
- To help students develop the skills necessary to create meaningful and long-lasting relationships.
- To help our students live happy, safe and fulfilling lives long into the future.

Implementation:

- **Functional English, Maths, RSE, and Independence Skills are embedded throughout the curriculum.** Functional maths and functional English are core components of our curriculum. These subjects are seamlessly integrated into the broader curriculum, providing students with opportunities to apply mathematical and language skills in practical contexts across subjects such as leisure, community inclusion, independent living, health, and employment, ensuring a holistic and functional approach to their education. We emphasise work and independence skills as being the main context for learning, as one of the key functions of college is to prepare students for what comes after they leave college.

- There is a strong emphasis on community-based learning, creating meaningful contexts where students can apply developing and learnt skills in everyday situations.



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- Staff have high expectations of all students in terms of behaviour and willingness to engage in learning, and promote an adult approach to all activities.
- We take a universal approach to speech and language. The College employs a Speech and Language Therapist (SaLT) 1-2 days per week. This time is used to help create personalised communication strategies and resources to meet the needs of individual students. The SaLT supports teachers and instructors with the delivery of the curriculum from a communication perspective. They also oversee 1:1 and small group SaLT interventions as well as delivering ongoing training to all staff as part of the college CPD calendar.

Each student has an **EHCP and individualised termly Personal learning plans (PLPs)** which shows how we breakdown their long, and short-term targets. Progress is tracked, evidenced, reviewed, and celebrated. (See Assessment document)

- All students take part in an externally recognised ASDAN qualification relevant to their needs and aspirations.

Desired impact:

- Students develop the skills, knowledge and confidence to live a happy life filled with purpose long into the future.
- Students learn and retain transferable skills which can be applied and built upon as they go forward in life.
- Transitions onto future destinations are student centred, positive, appropriate, and timely.
- Students leave college with paid supported employment or alternative Lifelong Learning opportunities.

Please see Curriculum documents for Queensmill College Q6 and DFN Project search