

Curriculum policy



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1. Purpose of the Policy

This curriculum policy outlines the framework for teaching and learning at Syon Manor College, high-quality learning and skills provider serving learners aged 16-25 with autism spectrum condition (ASC) and other special education needs.

This policy applies to all three campuses: Syon Manor College in Isleworth, Aston House in Uxbridge, and Vine House in Hillingdon.

The policy is designed to deliver a coherent, broad, and balanced curriculum that prepares students for adulthood, independent living, and employment. It sets out the roles and responsibilities of key staff in implementing and monitoring the curriculum and highlights the college's commitment to meeting the individual needs of each learner through personalised learning plans.

2. Roles and Responsibilities

Principal

- Oversees the strategic direction and ensures the curriculum aligns with the Preparation for Adulthood framework.
- Ensures the curriculum is reviewed annually and updated in line with changes in the cohort's needs and relevant regulations.

Assistant Heads, including Head of Education and Curriculum

- Responsible for the development, implementation, and evaluation of the curriculum.
- Ensures the curriculum is coherently sequenced, allowing students to build knowledge and skills over time.
- Monitors the quality of teaching through observations and learning walks linked to the Further Education Teachers' Standards and Educational Health Care Plan (EHCP) targets.
- Supports teachers with planning and provides opportunities for continued professional development (CPD).

Exams Officer

- Manages the administration of exams and ensures compliance with Joint Council for Qualifications (JCQ) regulations regarding Access Arrangements.
- Coordinates with the SENCO and Access Arrangements Assessor to ensure students receive appropriate adjustments, such as extra time or the use of technology during assessments.

SENCO

- Works with the Access Arrangements Assessor and teachers to ensure that each student's access arrangements are tailored to their needs, following JCQ regulations.
- Supports the creation of bespoke pathways for learners and ensures that therapeutic input is aligned with EHCP goals.

Teachers

- Plan and deliver a differentiated and personalised curriculum tailored to the needs of each student.
- Ensure regular assessment and reporting of progress through baseline assessments and half-termly updates on internal tracking systems.
- Collaborate with therapists and support staff to ensure the curriculum is accessible to all learners, including those with additional therapeutic needs.

Therapists

- Provide clinical and therapeutic support to help students develop self-regulation skills, improve communication, and overcome barriers to learning.
 - Work closely with teaching staff to embed therapeutic approaches into daily classroom activities and ensure alignment with EHCP outcomes.
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3. Curriculum aims:

Intent:

- To prepare students for life beyond college, focusing on the skills and experiences necessary for adulthood. This includes work-related learning, community participation, and developing independence in daily life activities.
- To teach practical, functional life skills that promote independence. This includes personal care, communication, social interaction, and other skills students need to navigate everyday life successfully.
- To promote academic achievement at levels appropriate for each student, offering pathways that include formal qualifications and vocational courses. These pathways are designed to prepare students for further education, supported employment, or independent living.
- To build confidence, manage students' emotions, and develop positive relationships, helping them thrive personally and socially.

Implementation:

Each learner at Syon Manor College has a personalised educational journey aligned with their EHCP and learning needs. Our curriculum is designed with flexibility and customisation in mind, offering the following key components:

- ✓ **Subject Options:** Students are given various options, promoting independent choice and ownership of their career pathways.
- ✓ **Vocational Opportunities:** We offer a broad vocational curriculum, including the Duke of Edinburgh Award, ASDAN, BTECs, and other life-skills challenges. Real-life work experiences are embedded within the student's weekly timetable.
- ✓ **Teaching and Learning Approaches:** Staff employ various teaching styles, utilising technology and a different classroom approach. Learning also occurs outside the classroom in community settings. As part of the teaching and learning approaches at Syon Manor College, staff use various communication methods, including Makaton, visual aids, and assistive devices, to meet the diverse needs of students. Staff are regularly trained to incorporate adaptive teaching techniques, mastery of learning principles, and strategies that support students in developing metacognition. This training ensures that lessons are accessible and tailored to individual needs, promoting student engagement and practical learning.

- ✓ **Therapeutic Integration:** Therapy is embedded into daily routines, and timetables are adapted to meet the specific needs outlined in students' EHCPs. Clinical professionals are integrated into the school's daily operations to support learners' emotional and physical well-being.
- ✓ **Small Class Sizes:** With classes ranging from 1 to 8 students, teaching and learning are highly personalised. This enables staff to address each student's academic and social needs, ensuring high-quality education.
- ✓ **Career Lead Support:** Our dedicated careers lead works closely with learners to prepare them for future employment by helping with CV writing, driving theory, independent travel, and weekly discussions about work opportunities.
- ✓ **Regular Observations and Training:** Staff receive continuous professional development (CPD) training to maintain high teaching standards. Peer learning walks, lesson observations, and subject moderation meetings ensure the curriculum is effectively delivered.

Impact:

- ✓ Upon transitioning from Syon Manor College into employment or independent living, learners are equipped with the confidence and skills necessary to engage effectively in social settings, supporting their personal and social development.
- ✓ Students have acquired essential life skills, enabling them to thrive in independent living settings while maintaining the personal care needed to support sustainable employment and self-sufficiency. Through our tailored curriculum, students across all pathways achieve nationally recognised qualifications, providing a robust foundation for future employment opportunities.
- ✓ Students improve their skills to live independently.
- ✓ Students develop resilience to adapt to change and adversity, cultivating strategies to maintain professionalism in various contexts.

4. Curriculum Pathways:

Syon Manor College offers two distinct pathways:

1. Academic and Career Ready Pathway

This pathway is tailored for students who can engage with core academic subjects, such as Functional Skills and GCSEs, alongside vocational courses. It aims to equip students with both academic knowledge and practical work experience, preparing them for future employment while ensuring they develop essential independent living skills.

Three-Year Cycle Overview:

Year 1: Foundational Year

The goal in year 1 is to build foundational academic skills while introducing career concepts.

The blocks on students' timetable may include the following:

1. Literacy and Communication Skills
2. Numeracy and Math Concepts
3. Therapeutic input
4. Vocational input
5. ICT Skills
6. Career Introduction (Exploring different jobs, learning about workplaces)

Year 2: Development Year

The goal in year 2 is to strengthen academic knowledge while increasing exposure to career experiences and real-world

The blocks on students' timetable may include the following:

1. Literacy with a focus on workplace communication
2. Functional Math (real-world applications, financial literacy)
3. ICT Skills (Digital tools for work, online safety)
4. Health, Well-being, Vocational input
5. Work Experience 1 (Supervised job shadowing, volunteer work)
6. Employability Skills (CV building, interview skills, time management)

Year 3: Career-Focused Year

The goal in year 3 is to prepare students for the transition to work or further education with a strong emphasis on employability.

The blocks on students' timetables may include the following.

1. Functional Literacy and Numeracy (practical use in the workplace and daily life)
2. Work Experience 2 (Extended placements in local businesses or supported jobs)
3. Vocational Training (specific skill-based training aligned with career goals)
4. Advanced Employability Skills (problem-solving, teamwork, leadership)
5. Work Experience 3 (Internship or extended work placements)
6. Transition Planning (Post-college career pathways, support with job applications, or further education)



2. Skills and Vocational Development Pathway

This pathway is designed for students who benefit from a more practical, skills-based approach. It emphasises vocational qualifications and essential life skills. It focuses on hands-on learning and everyday practical tasks, intending to prepare students for more self-sufficient living and work readiness.

Three-Year Cycle Overview:

Year 1.

The goal in year 1 is to introduce personal self-care, basic life skills, and community awareness to build a foundation for independent living.

The blocks on students' timetable may include the following:

1. Basic hygiene, grooming, and health awareness
2. Introduction to cooking and meal preparation (basic, healthy meals)
3. Household management (cleaning, laundry, basic home safety)
4. Introduction to community resources (libraries, parks, recreation centres)
5. Basic social communication skills, building friendships
6. Introduction to workplace behaviours (punctuality, following instructions)

Year 2.

The goal in year 2 is to expand personal care and life skills and increase community involvement while preparing for more independent living.

The blocks on students' timetable include:

1. Managing personal health (medication, fitness, appointments)
2. Advanced cooking skills (meal planning, budgeting for food)
3. Financial literacy (budgeting, paying bills, saving money)
4. Volunteering and community involvement (e.g., local charity work)
5. Developing relationships, conflict resolution, assertiveness training
6. Supervised work experience or volunteering aligned with interests

Year 3: Independent Living and Community Integration

The goal in year 3 is to prepare students for independent living and maximise autonomy in community life and vocational readiness.

The blocks on students' timetable include:

1. Advanced health management (scheduling medical appointments, independent decision-making)
2. Independent living skills (managing a household, grocery shopping, budgeting)
3. Transport and mobility (public transportation, safety, travel planning)
4. Full community participation (local clubs, social groups, community events)
5. Leadership in social groups, advocacy, maintaining long-term relationships
6. Extended work experience, supported employment, or post-college vocational pathways



5. How the Curriculum at Syon Manor works.

Syon Manor College's curriculum is designed to accommodate students' individual learning needs, with two distinct pathways to support their educational and vocational development.

Pathway 1: Academic and Career Ready Pathway

Students following Pathway 1 are given personalised options at the end of each academic year to choose their subjects for the following year. These options are based on their progress, year level (Year 1, 2, or 3), and whether they have completed courses from the previous academic year. While some students may need to select two subject blocks, others may only need one.

Key aspects of the curriculum for Pathway 1 include:

- ✓ **Personalized Course Selection:** Students are given personalised options to ensure they are placed in the most appropriate subjects based on their academic progress.
- ✓ **Work Experience Integration:** Every student's timetable includes a dedicated block for work experience, coordinated closely with the careers lead, ensuring students gain practical employment skills.
- ✓ **Therapeutic Support:** There is a dedicated block for therapeutic input to support the holistic development of students.
- ✓ **Assessment and Baseline:** All students are assessed in September to establish their baseline performance and placed in the correct level of qualification.
- ✓ **Daily Timetable:** Students have four daily lessons, starting at 9:30 a.m. and finishing at 2:45 p.m. Lessons are interactive, with access to IT devices and assistive technologies, such as reading pens, for students with special access arrangements.

- ✓ **Qualifications:** The range of qualifications offered on this pathway spans from Entry Level Certificates (ELC) to A-Levels, ensuring students have access to a broad spectrum of academic opportunities based on their abilities and progress.

Pathway 2: Skills and Vocational Development Pathway

For students following Pathway 2, the curriculum is more structured around their progress, and no options are provided. Instead, timetables are created based on the student's ongoing development and the completion of their current courses. A student will only be enrolled in a new course after completing their previous one.

Key aspects of the curriculum for Pathway 2 include:

- ✓ **Fixed Timetable:** Unlike Pathway 1, where students have choices, the timetable is created based on progress, and students do not select options.
- ✓ **Daily Timetable:** The school day begins at 10:00 a.m. and concludes at 2:40 p.m.
- ✓ **Qualifications:** Students following this pathway work towards ASDAN qualifications and Entry Level Certificates, focusing on life skills and vocational development.

6. Timetabling and Course Enrolment

Timetable Creation: A senior leadership team member organises the timetables for both pathways to ensure they align with student needs and progress.

Students can only enroll in a new course once they have completed the previous one, ensuring a smooth progression through their studies.

Timetable : pathway 1 Academic and Career Ready						
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
9.00 – 9:30am	REGULATION TIME – Choosing Time					
9:30-10:30am	Block E	Block B	Block D	PSHCE / Mentor Slots	Block C	
10:30-10:45am	Break					
10:45-11:45	Block A	Block A	Block D	Block B	Block C (Check Block timetable)	Block F
11:45 – 12:15pm	Lunch Preparation – Lunch Clubs -					
12:15-1:00pm	Lunch 12:15 – 1:00 pm					
1:00pm -2:00pm	Block F	Block D	Block C	Block E	Block F	
2:00-2:45	Block A	Block B	Block C	Block E	Block F	
3:00-3:30pm	Tidy Up Classroom – Regulations					
9.00 – 9:30am	Pick Up					

Timetable : pathway 2 Skills and Vocational Development					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 – 9.30am	Morning Arrival – Breakfast + Regulation				
9.30am - 10:00am	SALT Sessions	Attention Autism and Social Skills Activities			
10:00 – 11:00am	Sensory Exploration	Communication and Story Time Attention Autism 2	Home Cooking Skills	Mini Enterprise	Exploring the World Sensory
11:00 – 11:15am	Break and Snack Time				
11:15 – 11:50am	My Numbers Functional Maths	Functional English My Language Skills	Home Cooking Skills	Mini Enterprise	Exploring the World Sensory
11:50 – 12:50pm	Lunch				
12:50 – 1:00pm	Registration and Getting Ready to Learn				
1:00 – 1:45pm	Horticulture	Developing Community Participation	Independent Living Skills <i>James, Ishita, Saloua</i>	Healthy Living – Offsite Sport	Managing Emotions
1:45 – 2:00pm	Movement Break				
2:00 – 2:40pm	Horticulture	Developing Community Participation	Independent Living Skills <i>James, Ishita, Saloua</i>	Healthy Living – Offsite Sport	Developing Choice Making
2:40pm – 3:00pm	Bags Ready and Reward Time Home Time from 3:00pm				

7. Course Descriptions and SEN Support Overview

Syon Manor College's curriculum incorporates various courses across multiple exam boards to cater to diverse student needs. Each exam board provides specialised support for students with special educational needs (SEN), ensuring equitable access to education. Syon Manor College offers the courses below, but the curriculum changes annually.

AQA Exam Board

- AQA A-Level in Physics, Biology, and Psychology**
 These A-level courses provide students with rigorous academic challenges, preparing them for higher education or professional careers. AQA supports SEN students by offering access arrangements such as extra time, readers, scribes, and modified exam papers, ensuring all learners can achieve their full potential.
- BTEC Level 3 National Diploma in Health and Social Care**
 This vocational qualification focuses on developing health and social care career knowledge and skills.
- Unit Awards Scheme**
 This flexible programme allows students to earn recognition for completing short learning units. It is ideal for SEN students as it can be adapted to their pace and ability levels, providing a personalised approach to achievement.
- Personal Project**
 This course encourages independent learning by allowing students to explore topics of personal interest.

Pearson Exam Board

- **BTEC Level 1 Introductory in Applied Science and Hair and Beauty**
These introductory courses provide hands-on experience in science and beauty therapy, suitable for students at the start of their vocational learning. Pearson ensures that SEN students receive the necessary adjustments, such as practical task support and extended assessment times.
- **BTEC First Level 1/2 in Applied Science and Business**
These intermediate-level qualifications offer students a blend of practical and theoretical learning.
- **BTEC Level 1/2 in Work Skills**
These qualifications aim to develop employability skills essential for the workplace..
- **BTEC Level 1 and 2 in Home Cooking Skills**
These courses focus on developing everyday cooking skills. Pearson supports [Functional Skills](#)
- **Functional Skills in Maths and English (Entry Levels 1-3, Levels 1 and 2)**
Functional Skills qualifications develop essential numeracy and literacy skills with practical applications for everyday life.
- **Entry Level Certificates in Maths and English (Levels 1-3)**
These foundational qualifications provide a stepping stone to higher levels of learning. [City and Guilds Exam Board](#)
- **Entry Level 2-3 and Functional Skills Level 1-2 in Maths and English**
These qualifications develop basic literacy and numeracy skills. SEN support is provided through modified teaching approaches, assistive devices, and tailored assessments.
- **Level 1 Certificate in Horticulture and Entry Level 3 in Motor Vehicle Maintenance**
These vocational courses focus on practical, hands-on learning. SEN students receive personalised support in practical tasks and flexible assessment methods to meet their needs.
- **Carpentry and Engineering Project Unit Awards**
These project-based courses offer opportunities for practical skills development in carpentry and engineering. SEN students benefit from adapted tools and extra time for project completion.
- **Levels 1 and 2 in 2D Art and Design**
This course allows students to explore their creativity through art and design projects. City and Guilds provide support for SEN students in the form of modified equipment and extended timeframes.

NCFE Exam Board

- **Levels 1 and 2 in Photography**
These qualifications introduce students to the fundamentals of photography. [RSL Exam Board](#)
- **Level 1 Certificate in Creative Media and Games Design**
This course allows students to explore digital media and game design. SEN students benefit from adaptive software and extra time to complete practical and theoretical work.

Cambridge Exam Board

- **IGCSE in Accounting**
This course provides a solid foundation in accounting principles. Cambridge supports SEN students with access to modified exam papers, scribes, readers, and extra exam time.

ASDAN

- **Life Skills Challenges, Personal Progress, and Personal and Social Development**
ASDAN qualifications focus on developing practical life skills and personal growth. These courses are

highly adaptable to meet the needs of SEN students, offering personalised learning experiences and assessments.

Duke of Edinburgh – Bronze and Silver Awards

The Duke of Edinburgh programme encourages physical activity, community service, and personal development.

Personal, Social, Health, and Economic (PSHE) Education

PSHE education promotes students' personal and social development. SEN support in PSHE includes differentiated instruction and personalised learning goals to ensure all students can engage meaningfully with the curriculum.

Exam Board Support for SEN Students

All the exam boards mentioned above offer tailored support for students with SEN, ensuring fair access to exams and qualifications. Common adjustments include:

- **Extra time in assessments**
- **Use of assistive technology**
- **Scribes or readers**
- **Modified exam papers**
- **Flexible coursework deadlines** These adjustments ensure that students with SEN are supported in achieving their academic and personal development goals, enabling them to thrive in their education and future careers.

8. In curriculum support for SEN students

Syon Manor College's collaborative approach involving the Special Educational Needs Coordinator (SENCO), Career Lead, and Access Arrangements Assessor is vital in supporting students with Special Educational Needs (SEN) within the curriculum. This team works together to ensure that every student has equitable access to education and the necessary support to thrive in their studies and future careers.

Special Educational Needs Coordinator (SENCO)

The SENCO is responsible for overseeing the implementation of the college's SEN policy and ensuring that all students with SEN receive the support they need. Key responsibilities include:

- **The SENCO regularly reviews EHCPs** for students with SEN to ensure that their educational, health, and social needs are met. This involves assessing the effectiveness of the support provided and making necessary adjustments to interventions and resources. During these reviews, the SENCO collaborates with teachers, therapists, and other professionals to evaluate students' progress and ensure their goals are achieved.
- **The SENCO maintains open lines of communication with parents and guardians**, providing updates on their child's progress and involving them in developing support strategies. Regular meetings are held with parents to discuss their child's needs, gather feedback, and ensure parents are informed about any changes in support or curriculum adjustments.
- **The SENCO liaises with local authorities** to ensure the necessary resources and funding are allocated for students with SEN. This includes advocating for additional support or services that may be required for specific students. The SENCO also collaborates with local authority representatives

during assessments and reviews, ensuring that the needs of students are communicated and addressed.

- **The SENCO coordinates and facilitates annual reviews of EHCPs**, ensuring that all relevant parties—parents, teachers, therapists, and local authority representatives—are involved in the process. During these reviews, the SENCO ensures that comprehensive reports are prepared, documenting the student's progress and any changes to their support needs. This information is critical in making informed decisions about future educational pathways and interventions.
- **The SENCO regularly meets with students** to discuss their needs, experiences, and aspirations. This student-centred approach empowers learners to voice their concerns and preferences regarding the support they receive. Through these meetings, the SENCO can gauge the effectiveness of current strategies and make informed adjustments to support each student's learning journey better.

Careers Lead

The Careers Lead at Syon Manor College focuses on preparing students for their future careers and ensuring they have the skills and knowledge necessary for successful transitions into the workforce.

Key contributions include:

- **Personalised Career Guidance:** The Career Lead provides tailored career advice and guidance to SEN students, helping them identify their strengths and interests and explore suitable career and academic pathways.
- **Work Experience Opportunities:** Collaborating with local businesses and organisations, the Career Lead arranges work experience placements that are tailored to the individual needs of SEN students, ensuring practical, hands-on learning experiences that enhance employability.
- **Skills Development:** The Career Lead works closely with the curriculum team to integrate employability skills into lessons, providing students with the necessary skills for success in the workplace.
- **Post-College Transition Support:** The Career Lead assists SEN students with transition planning, including job applications, further education options, and skills development workshops.

Access Arrangements Assessor

The Access Arrangements Assessor ensures that SEN students receive the appropriate accommodations during assessments to enable them to perform to the best of their abilities. Their roles include:

- **Assessment for Access Arrangements:** The assessor evaluates students to determine the necessary access arrangements, such as extra time, the use of a scribe or reader, or modifications to the assessment format.
- **Implementation of Adjustments:** The Access Arrangements Assessor coordinates the implementation of approved access arrangements during exams and assessments, ensuring that all students receive the support they need to effectively demonstrate their knowledge and skills.
- **Compliance and Quality Assurance:** The assessor ensures that the college complies with examination board regulations regarding access arrangements and maintains accurate records and documentation for each student's needs.

Collaborative Approach

The SENCO, Career Lead, and Access Arrangements Assessor work collaboratively to create a supportive environment for SEN students at Syon Manor College. Regular meetings and communication ensure that all team members know individual student needs and progress, facilitating a holistic approach to education. Combining their expertise ensures that students receive comprehensive support that addresses their academic,

vocational, and personal development needs, empowering them to succeed in their educational journey and beyond.

9. Ask Accept Develop

At Syon Manor College, we use a neuro-affirming strategy in which we work with students to compile a profile. We ask students their preferred method of communication and help them accept their abilities in communication and language. We **DEVELOP** the students' and their families' ideas to meet their end goal: finding suitable employment. This allows us to match the needs with the correct curriculum pathway.

Our Wellbeing Strategy ensures that all young people and adults we educate and care for are nurtured, their physical and mental health is prioritised, and they're given opportunities leading to outcomes that match their strengths and abilities. It aims to ensure that every individual living and learning in one of our settings reaches their optimum level of wellbeing, academic achievement and recognised quality of life.



Our Vision



We will build incredible futures by empowering vulnerable children and adults in the UK to be happy and make their way in the world.

Our Mission

Every day we improve the lives of those we educate and look after, their families and communities through a relentless focus on learning and caring.



Our Promise

We are kind to ourselves and each other...

we work together...

and we make things happen.

Outcomes First Group.

10. Curriculum Matching for New Students at Syon Manor College

At Syon Manor College, we recognise the importance of providing tailored support to all new students, particularly those who may find the new environment overwhelming, especially during the initial transition period. To ensure that each student's curriculum is appropriately matched to their unique needs, we have implemented a thorough and collaborative process involving key staff and external parties.

From the moment a student is approved for enrolment, staff at Syon Manor College—including members of the Senior Leadership Team (SLT), SENCO, Careers Lead, and subject teachers—begin liaising with parents, local authorities, and any external practitioners who have previously worked with the student. This early-stage communication is essential for gathering as much information as possible about the student's individual educational, social, and emotional needs, as well as their academic history. It ensures that we have a comprehensive understanding of the student's strengths, challenges, and aspirations, enabling us to design a curriculum that promotes both progress and well-being.

Once the student begins attending Syon Manor College, we conduct a series of baseline assessments. These assessments are crucial for determining the student's current level of knowledge and skills, providing an accurate starting point from which progress can be measured. The assessments cover various aspects of learning, and the results help confirm that the information previously gathered is up-to-date and reflective of the student's current abilities.

In finalising the student's timetable and curriculum pathway, we consider a wide range of factors, including the student's interests, academic progress, and any specific individual needs. We prioritise creating a curriculum that not only supports the student's academic growth but also fosters engagement and motivation, recognising that personal interests and learning preferences are key to a successful educational experience.

We believe that by taking this holistic approach, we ensure that each student is supported from the outset and provided with a curriculum that is both challenging and achievable, preparing them for future success within and beyond the college environment.

Legislation and guidance

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Overview: the initial teacher education system for FE - GOV.UK \(www.gov.uk\)](#)

Other guidance:

- [Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)
- ['ICE' – Instructions for conducting examinations - JCQ Joint Council for Qualifications](#)
- [Instructions-for-conducting-Functional-Skills-assessments-English-and-Mathematics_FINAL.pdf \(jcq.org.uk\)](#)

Other policies:

All the policies listed below are available on the College website

- Teaching and Assessment Moderation and Learning Policy
- Conflict of Interest Policy
- Complaints and Appeals Procedure Policy
- Malpractice Policy
- Escalation Policy
- Alternative Rooming Arrangements Policy
- Candidate Absence Policy
- Managing Behaviour Policy Candidate Late Arrival Policy
- Certificate Issue and Retention policy
- Complaints Policy
- Contingency Plan Policy
- Vocational Assessment Policy
- External Exams Policy
- BTEC Policies
- Positive Behaviour Management Policy
- Work Experience and Supported Learning / Apprenticeships Policy