

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

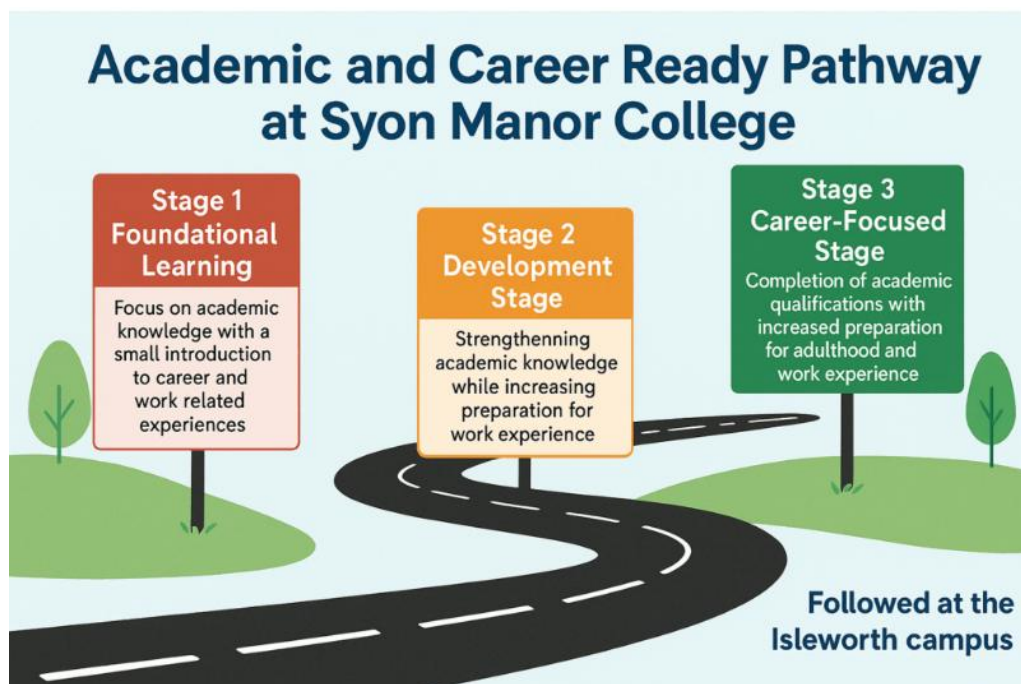
Syon Manor College offers two distinct curriculum pathways, designed to meet the diverse needs, abilities, and aspirations of all learners. Each pathway follows a **three-stage model**, replacing the previous three-year cycle, to allow for greater flexibility and personalised progression. Movement between stages is determined by individual progress, attainment, and readiness, rather than time spent within the college.

1. Academic and Career Ready Pathway

This pathway is tailored for students who can engage with core academic subjects, such as Functional Skills, GCSEs, and, where appropriate, A Levels, alongside vocational qualifications. It aims to equip students with both academic knowledge and practical work experience, preparing them for employment, further education, and independent living.

The curriculum within this pathway includes a combination of:

- Academic qualifications (ELC, ELFS, Functional Skills, GCSEs, AS and A Levels)
- Vocational qualifications at Levels 1, 2 and 3
- Creative and technical subjects (e.g. Games Design, Photography, Art and Design)
- Personal, Social, Health and Economic (PSHE) education
- Work experience and employability skills
- Therapeutic support aligned with EHCP outcomes



Stage 1: Foundational stage

The goal of Stage 1 is to build secure foundations in academic learning while introducing students to career pathways and vocational opportunities.

Students typically work towards:

- Entry Level Certificates (ELC) and Entry Level Functional Skills (ELFS)
- Introductory vocational qualifications at Level 1
- Creative subjects such as Art and Design, Games Design, or Photography
- PSHE and Preparation for Adulthood

Teaching focuses on developing literacy, numeracy, communication, and engagement in learning, alongside early exposure to workplace expectations.

Stage 2: Development stage

The goal of Stage 2 is to strengthen academic knowledge and increase exposure to real-world learning and work-related experiences.

Students may progress to:

- Functional Skills (Entry Level to Level 1/2)
- GCSEs or equivalent qualifications (where appropriate)
- Vocational qualifications at Level 1 and Level 2 (e.g. Business, Health and Social Care, Applied Science, Hair and Beauty)
- Continued study in creative and technical subjects such as Games Design and Photography
- PSHE with a focus on employability and independence

At this stage, students begin to apply their skills more independently and take part in structured work experience.

Stage 3: Career-Focused Stage

The goal of Stage 3 is to prepare students for successful transition into employment, apprenticeships, or further and higher education.

Students may access:

- Functional Skills at Level 2 and higher-level academic qualifications
- GCSEs, AS and A Levels (e.g. Biology, Physics, Maths, Psychology)
- Specialist qualifications such as IGCSE in Accounting
- Vocational qualifications at Level 2 and Level 3
- Advanced pathways in areas such as Games Design, Photography, and other vocational specialisms
- Extended work experience, internships, or supported internship
- Transition-focused PSHE and Preparation for Adulthood

Learning at this stage is highly personalised and aligned to individual career goals, with a strong emphasis on independence, employability, and progression.

2. Skills and Vocational Development Pathway

This pathway is designed for students who benefit from a more practical, skills-based approach to learning. It focuses on developing essential life skills, independence, and vocational readiness through hands-on and experiential learning.

The curriculum within this pathway includes:

- ASDAN programmes (e.g. Personal Progress)
- Entry Level qualifications (ELC and Entry Level Functional Skills)
- Practical life skills and independence training
- Community engagement and work-related learning
- PSHE and Preparation for Adulthood
- Therapeutic support aligned with EHCP outcomes



Stage 1: Life Skills and Community Awareness

The goal of Stage 1 is to introduce personal self-care, basic life skills, and community awareness.

Students focus on:

- Personal hygiene, health, and well-being
- Basic cooking and household management
- Social communication and building relationships
- Introduction to community environments

Stage 2: Life Skills and Community Participation

The goal of Stage 2 is to develop independence and increase participation in the community.

Students develop:

- Personal health management and self-care
- Financial literacy and budgeting skills
- More advanced cooking and daily living skills
- Community engagement and volunteering
- Interpersonal and communication skills
- Supported work experience opportunities

Stage 3: Independent Living and Community Integration

The goal of Stage 3 is to prepare students for independent living and maximise autonomy in adult life.

Students focus on:

- Independent living skills (e.g. managing a home, budgeting, shopping)
- Travel training and use of public transport
- Active participation in the community
- Building and maintaining relationships
- Extended work experience or supported employment
- Transition planning for post-college pathways

5. How the Curriculum at Syon Manor College Works

Syon Manor College's curriculum is designed to accommodate students' individual learning needs through two distinct pathways. Each pathway follows a **three-stage model**, as outlined in Section 4, ensuring that progression is based on students' development, attainment, and readiness rather than time spent within a specific year group.

The curriculum is highly personalised, with timetables, qualifications, and support tailored to each student's EHCP outcomes, academic ability, and long-term aspirations.

Pathway 1: Academic and Career Ready Pathway

Students following this pathway access a broad and flexible curriculum that combines academic qualifications, vocational learning, and work experience. In line with the staged model, students' progress from foundational learning through to career-focused outcomes.

At the end of each academic year, students are provided with **personalised subject options** for the following year. These options are based on:

- Progress within their current stage
- Completion of qualifications
- Readiness to move to the next stage
- Individual interests and career aspirations

Whilst some students may study two subject blocks, others may follow a more focused programme depending on their needs and progression.

Key aspects of the curriculum for Pathway 1 include:

- **Personalised course selection:**
Students are guided to select subjects that align with their stage of learning and future goals, ensuring appropriate challenge and progression from Entry Level through to Level 3 qualifications, including GCSEs and A Levels where appropriate.
- **Work experience integration:**
Work experience is embedded across all stages and increases in intensity as students' progress. All students have a dedicated timetabled block, coordinated by the Careers Lead, to develop employability skills and gain real-world experience.
- **Therapeutic support:**
A dedicated therapeutic input is built into students' timetables, ensuring that learning is supported in line with EHCP outcomes and promoting holistic development.
- **Assessment and baseline:**
All students complete baseline assessments on entry (typically in September) to determine their starting points in literacy, numeracy, and vocational skills. These assessments inform placement within the appropriate stage and qualification level, ensuring accurate tracking of progress.
- **Daily timetable structure:**
Students typically follow a four-lesson day, from 9:30 a.m. to 2:45 p.m. Lessons are interactive and supported by assistive technologies where required, ensuring accessibility for all students, including those with access arrangements.
- **Qualifications offer:**
Students access a broad range of qualifications across stages, including Entry Level Certificates (ELC), Entry Level Functional Skills (ELFS), Functional Skills, GCSEs, AS and A Levels, alongside vocational qualifications at Levels 1, 2, and 3. This ensures clear academic and vocational progression aligned with individual pathways.

Pathway 2: Skills and Vocational Development Pathway

Students following this pathway access a structured, practical curriculum focused on developing independence, life skills, and vocational readiness. Progression through the stages is based on the development of key life and employability skills.

Unlike Pathway 1, students do not select subject options. Instead, timetables are constructed based on:

- Current stage of development
- Completion of previous learning programmes
- Individual needs and EHCP outcomes

Students are only enrolled onto new courses once prior learning has been completed, ensuring a clear and supported progression pathway.

Key aspects of the curriculum for Pathway 2 include:

- ✓ **Structured and individualised timetable:**
Timetables are designed to reflect each student’s stage of development, ensuring a consistent and supportive learning environment without the need for subject option choices.
- ✓ **Daily timetable structure:**
The college day typically runs from 10:00 a.m. to 2:40 p.m., allowing for a balanced approach to learning, therapeutic input, and community-based activities.
- ✓ **Focus on life skills and independence:**
The curriculum prioritises practical learning, including personal care, communication, community engagement, and preparation for independent living, in line with the three-stage model.
- ✓ **Work-related learning:**
Students engage in supported work experience and community-based activities, developing confidence, independence, and employability skills over time.
- ✓ **Qualifications offer:**
Students primarily work towards ASDAN qualifications and Entry Level Certificates (ELC and Functional Skills), focusing on recognising progress in life skills, personal development, and vocational readiness.

4. 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				

5. 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 and Personal Progress**

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.

6. 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.

7. 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