



CURRICULUM POLICY

Academic year 2026–2027

ACADEMIC

VOCATIONAL

PREPARATION FOR ADULTHOOD

Our curriculum commitment

A broad, balanced and highly personalised curriculum that enables autistic learners and young adults with additional needs to build knowledge, independence, confidence and meaningful pathways into adult life.

Approved by	Matthew Ayling
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POLICY INFORMATION

Document control

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Policy owner	Assistant Head Teacher – Head of Education and Curriculum
Applies to	Syon Manor College, Isleworth; Aston House, Uxbridge; Vine House, Hillingdon
Review cycle	Annual, or earlier where the learner cohort, qualification offer, legislation or guidance changes
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Status	Updated policy for college use and approval

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PURPOSE AND PRINCIPLES

1. Purpose and scope

This policy sets out the framework for the design, delivery, assessment and review of the curriculum at Syon Manor College. The college provides specialist post-16 education for learners aged 16–25 with autism spectrum condition (ASC) and other special educational needs and disabilities (SEND).

The policy applies across all three campuses: Syon Manor College in Isleworth, Aston House in Uxbridge and Vine House in Hillingdon. It should be read alongside the college's teaching, assessment, examinations, careers, safeguarding and equality policies.

The curriculum is broad, balanced, ambitious and personalised. It is designed to prepare learners for adulthood, greater independence, participation in their communities, further education, employment and a positive quality of life.

2. Curriculum principles

- **Person-centred:** each learner's programme is informed by their EHCP outcomes, starting points, interests, communication profile, aspirations and support needs.
- **Neuro-affirming:** teaching recognises and respects different ways of communicating, learning, regulating and participating.
- **Ambitious and achievable:** learners are offered appropriate challenges, with carefully sequenced steps and clear progression routes.
- **Preparation for adulthood:** academic learning is connected to independence, employment, community inclusion, health, relationships and adult life.
- **Inclusive and accessible:** adaptive teaching, assistive technology, therapeutic strategies and reasonable adjustments are used to remove barriers.
- **Evidence-informed:** curriculum planning, teaching and assessment are reviewed through progress information, moderation, student voice and quality assurance.
- **Responsive:** the curriculum offer is reviewed annually and can be adapted when learner needs, staffing, qualifications or local opportunities change.

3. Curriculum aims

- Develop secure literacy, numeracy, communication and digital skills that can be used in real-life contexts.
- Enable learners to achieve nationally recognised qualifications at an appropriate level, from Entry Level through to Level 3 and, where suitable, GCSE, International GCSE, AS and A Level.
- Build practical independence in personal care, home living, travel, money management, community access and decision-making.
- Develop confidence, self-advocacy, emotional regulation, resilience and positive relationships.
- Provide meaningful vocational learning, employer encounters, work experience and progression into employment or supported employment.
- Promote equality, citizenship, safeguarding, wellbeing and informed participation in modern British society.

LEADERSHIP AND ACCOUNTABILITY

4. Roles and responsibilities

Principal

- Provides strategic oversight and ensures the curriculum reflects the college vision, learner needs and Preparation for Adulthood outcomes.
- Ensures sufficient staffing, resources, training and quality-assurance capacity are available.
- Approves the annual curriculum offer and policy review.

Assistant Head Teacher – Head of Education and Curriculum

- Leads curriculum design, implementation, sequencing, evaluation and annual review across all campuses.
- Ensuring programmes are coherent, appropriately challenging and linked to EHCP outcomes, qualifications, careers and progression.
- Monitors teaching, assessment, moderation, student progress and curriculum impact, and provides staff development.

Middle leaders and subject leads

- Translate the curriculum policy into subject action plans, long-term and medium-term planning, assessment plans and quality-assurance activity.
- Ensure schemes and resources are current, accessible, sequenced and aligned with awarding-organisation requirements.
- Moderate assessment, review evidence and support staff to meet agreed deadlines and standards.

Teachers

- Plan and deliver adaptive, well-sequenced and personalised learning that builds from assessed starting points.
- Use formative and summative assessment to identify progress, gaps and next steps.
- Record evidence, report progress and collaborate with families, therapists, support staff and leaders.

Pastoral support workers and learning support staff

- Support access, communication, regulation, independence and participation without creating unnecessary dependence.
- Follow teaching plans and contribute relevant observations to assessment and review.

LEADERSHIP AND ACCOUNTABILITY

4. Roles and responsibilities (continued)

SENCO

- Ensures curriculum planning and support reflect EHCP outcomes and identified SEND needs.
- Coordinates with teachers, therapists, families, local authorities and external professionals.
- Supports transition planning and the review of provision.

Exams Officer and Access Arrangements Assessor

- Maintain compliance with current awarding-organisation and JCQ requirements.
- Ensure access arrangements are evidence-based, reflect the learner's normal way of working and are implemented securely.
- Maintain accurate records, deadlines and communication with staff and learners.

Careers Lead

- Leads the careers programme, employer engagement, work experience and transition planning.
- Ensures careers learning is personalised and linked to the Gatsby Benchmarks, vocational programmes and individual aspirations.

Therapists and clinical professionals

- Provide specialist advice and direct input that helps learners access the curriculum, communicate, regulate and develop independence.
- Work with education staff so agreed strategies are embedded consistently.

Learners and families

- Contribute to curriculum choices, reviews, transition planning and evaluation through student voice, parent/carers feedback and EHCP processes.
- Share information that supports effective planning and continuity.

- INTENT, IMPLEMENTATION AND IMPACT

5. Curriculum intent, implementation and impact

Intent

- The curriculum is designed to give every learner a purposeful and coherent educational journey. It combines academic and vocational learning with communication, personal development, therapeutic support, citizenship, enrichment, careers education and Preparation for Adulthood.
- Prepare learners for life beyond college through qualifications, work-related learning, community participation and independence.
- Teach functional and practical skills that transfer beyond the classroom.
- Develop subject knowledge, communication, confidence, self-advocacy and positive relationships.
- Offer meaningful choices while ensuring each programme remains realistic, safe and progression focused.

Implementation

- **Personalised programmes:** timetables are built around assessed starting points, EHCP outcomes, stage of learning, interests and long-term goals.
- **Subject and vocational options:** learners on the Academic and Career Ready Pathway choose from appropriate academic, creative and vocational blocks. Learners on the Skills and Vocational Development Pathway follow a structured programme based on need and readiness.
- **Adaptive teaching:** staff use modelling, chunking, retrieval, visuals, Makaton, AAC, assistive technology, sensory strategies and differentiated resources as appropriate.
- **Learning beyond the classroom:** community access, enterprise, enrichment, employer engagement and work experience are planned as part of the curriculum.
- **Therapeutic integration:** therapy and clinical recommendations are incorporated into daily routines, teaching approaches and individual programmes.
- **Small-group teaching:** class sizes are kept small so teaching can be responsive, structured and personalised.

Impact

- Learners make measurable progress from their individual starting points and achieve appropriate qualifications or accredited outcomes.
- Learners apply literacy, numeracy, communication, digital and vocational skills with increasing independence.
- Learners are better prepared for employment, further education, supported employment, independent living and community participation.
- Learners develop resilience, self-understanding, confidence, safety awareness and the ability to make informed choices.

CURRICULUM PATHWAYS

6. Curriculum pathways

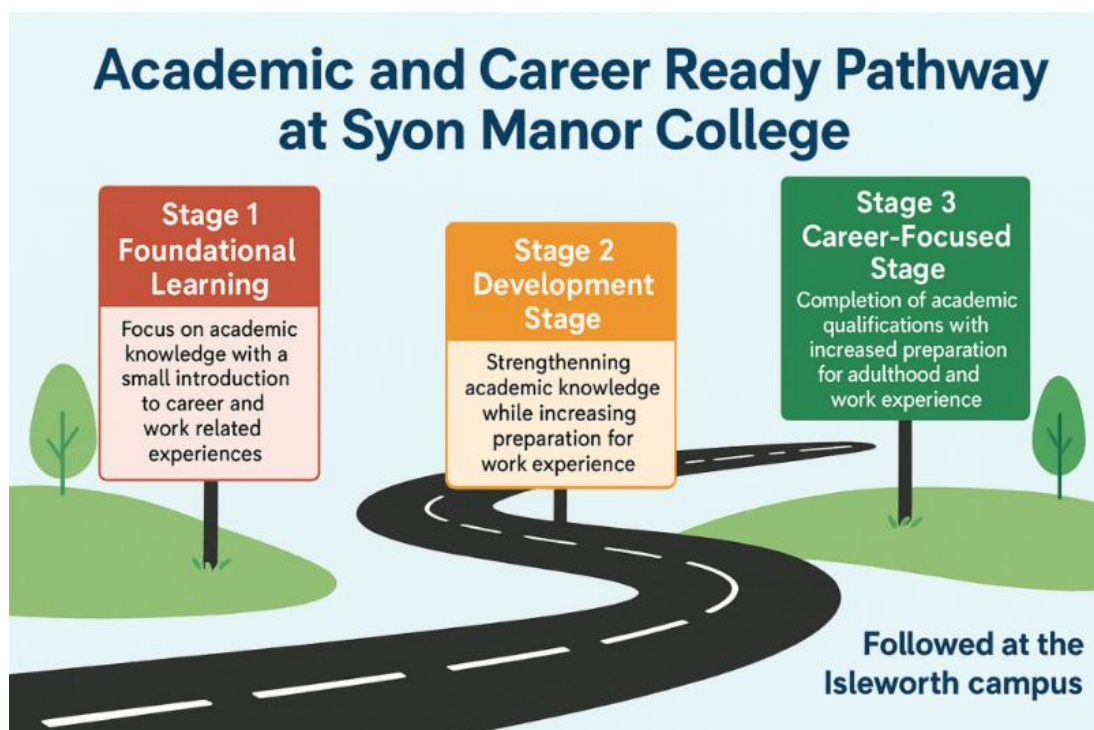
Syon Manor College offers two curriculum pathways. Both use a three-stage model so that progression is based on development, attainment and readiness rather than simply on the number of years a learner has attended the college.

Movement between stages

A learner may remain within a stage, move forward, or access selected elements from another stage when this is educationally appropriate. Decisions are based on assessment, progress, learner voice, professional judgement and long-term outcomes.

6.1 Academic and Career Ready Pathway

This pathway is intended for learners who can engage with academic qualifications alongside vocational, creative, technical and work-related learning. It supports progression from Entry Level through to Level 3 and, where appropriate, GCSE, Cambridge International IGCSE, AS and A Level.



Academic and Career Ready Pathway: three stages of progression at the Isleworth campus.

- Academic qualifications, including Entry Level, Functional Skills, GCSE/IGCSE, AS and A Level where appropriate.
- Vocational and technical qualifications at Levels 1, 2 and 3.
- Creative subjects such as Games Design, Photography and Art and Design.
- PSHE, Citizenship, Preparation for Adulthood, careers learning and work experience.
- Therapeutic support and reasonable adjustments aligned with EHCP outcomes.

ACADEMIC AND CAREER READY PATHWAY

6.1 Academic and Career Ready Pathway: stages

Stage 1: Foundational Stage

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

Typical learning and qualifications

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

Teaching emphasis

- Literacy, numeracy and communication
- Engagement and learning routines
- Early workplace awareness
- Confidence, choice and self-advocacy

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.

Typical learning and qualifications

- Functional Skills from Entry Level to Level 1/2
- GCSE or equivalent qualifications where appropriate
- Vocational qualifications at Level 1 and Level 2
- Continued creative and technical study
- Structured work experience

Teaching emphasis

- Application of skills with greater independence
- Subject knowledge and assessment readiness
- Employability and independence
- Transfer of learning into practical contexts

Stage 3: Career-Focused Stage

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

Typical learning and qualifications

- Functional Skills Level 2 and higher-level academic qualifications
- GCSE, Cambridge International IGCSE, AS and A Level where appropriate
- Vocational qualifications at Level 2 and Level 3
- Advanced Games Design, Photography or other specialisms
- Extended work experience, pre-supported internship or supported internship

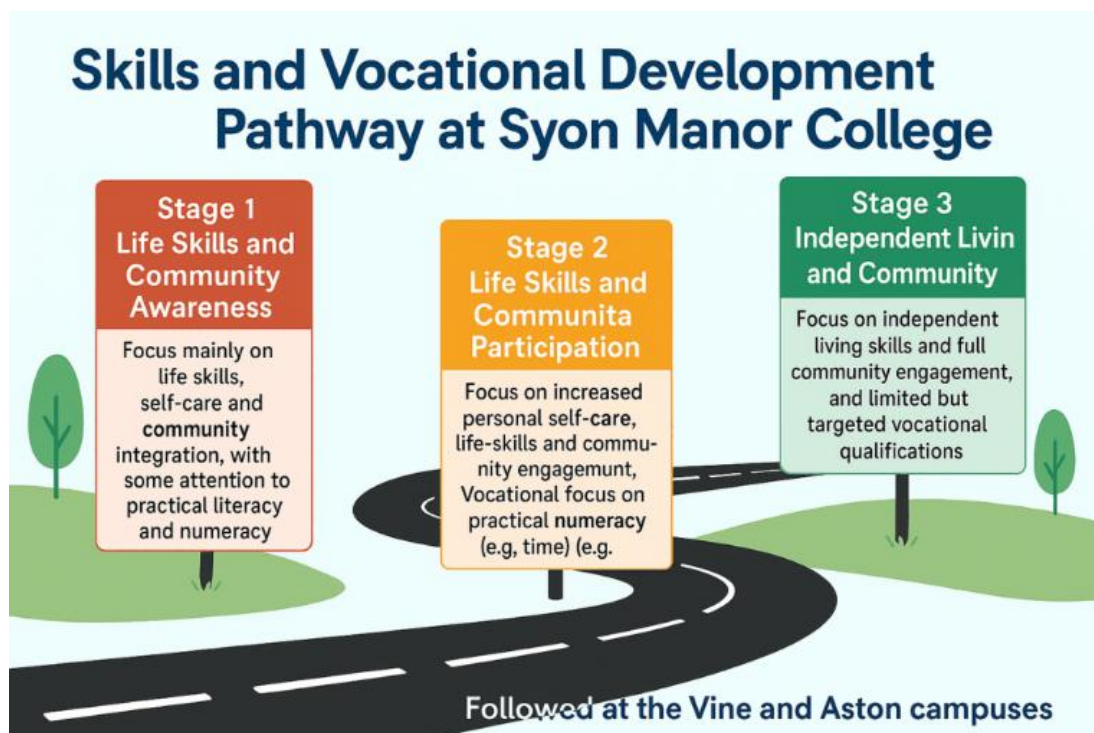
Teaching emphasis

- Career-specific knowledge and skills
- Independent working and self-management
- Transition planning and applications
- Sustained employability and workplace behaviours

SKILLS AND VOCATIONAL DEVELOPMENT PATHWAY

6.2 Skills and Vocational Development Pathway

This pathway is intended for learners who benefit from a practical, skills-based and highly structured approach. It focuses on communication, personal development, independence, community participation and vocational readiness through hands-on and experiential learning.



Skills and Vocational Development Pathway: three stages of progression at Vine House and Aston House.

- ASDAN programmes, including Personal Progress and Life Skills Challenges.
- Entry Level learning and accreditation where appropriate.
- Practical life skills, sensory learning, communication and independence.
- Community engagement, volunteering and supported work-related learning.
- PSHE, Citizenship, Preparation for Adulthood and therapeutic support.

SKILLS AND VOCATIONAL DEVELOPMENT PATHWAY

6.2 Skills and Vocational Development Pathway: stages

Stage 1: Life Skills and Community Awareness

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

Typical learning and qualifications

- Personal hygiene, health and wellbeing
- Basic cooking and household routines
- Social communication and relationships
- Introduction to community environments
- Sensory and engagement programmes

Teaching emphasis

- Communication and engagement
- Predictable routines and regulation
- Early self-care and choice-making
- Practical literacy and numeracy

Stage 2: Life Skills and Community Participation

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

Typical learning and qualifications

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

Teaching emphasis

- Reduced prompts and greater independence
- Safe participation in familiar settings
- Communication with a wider range of people
- Applying skills in real contexts

Stage 3: Independent Living and Community Integration

The goal of Stage 3 is to prepare learners for adult life and maximise autonomy, participation and quality of life.

Typical learning and qualifications

- Managing a home, shopping and budgeting
- Travel training and public transport
- Active community participation
- Building and maintaining relationships

Teaching emphasis

- Generalising skills across settings
- Decision-making and self-advocacy
- Sustained participation and responsibility
- Individualised transition outcomes

- Extended work experience or supported employment
- Transition planning

CURRICULUM ORGANISATION

7. How the curriculum works

7.1 Personalised programme design

- Each learner's timetable is designed from a combination of their curriculum pathway, current stage, assessed starting points, EHCP outcomes, prior achievement, interests, career aspirations, therapeutic requirements and support needs.
- Initial assessment and baseline assessment are separate processes. Initial assessment informs early placement and support; baseline assessment identifies subject-specific starting points and next steps.
- Pathway 1 learners are offered appropriate subject options and qualification routes. Course selection is reviewed annually and must support progression rather than repeat completed learning.
- Pathway 2 timetables are structured by the college and focus on life skills, communication, community learning and appropriate accreditation.
- Learners are enrolled on new qualifications only when prior learning, readiness, assessment demands and progression have been considered.
- Timetables may be adjusted following baseline review, emerging needs, learner progress, transition planning or changes to the qualification offer.

7.2 Timetabling principles

- Teaching blocks are sufficiently long to allow modelling, guided practice, independent application and review.
- Regulation, movement, sensory and communication needs are planned into the day rather than treated as separate from learning.
- Work experience, careers, PSHE, Citizenship, enrichment, therapy and Preparation for Adulthood are included as planned curriculum elements.
- The published college day and lesson times may vary by campus and are reviewed annually.

Timetable : pathway 1 Academic and Career Ready					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 – 9:30am	REGULATION TIME – Chasing Time				
9:30-10:30am	Block E	Block B	Block D	PSHE / 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)
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				
3:30 – 3:45pm	Pick Up				

Illustrative Pathway 1 timetable structure.

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	Home Cooking Skills	Mini Enterprise	Exploring the World
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 – 12:30pm	Lunch				
12:30 – 1:00pm	Registration and Getting Ready to Learn				
1:00 – 1:45pm	Horticulture	Developing Community Participation	Independent Living Skills James, Inhibits, Solitaire	Healthy Living – Offsite Sport	Managing Emotions
1:45 – 2:00pm	Movement Break				
2:00 – 2:45pm	Horticulture	Developing Community Participation	Independent Living Skills James, Inhibits, Solitaire	Healthy Living – Offsite Sport	Developing Choice Making
2:45pm – 3:00pm	Bags Ready and Reward Time Home Time from 3:00pm				

Illustrative Pathway 2 timetable structure.

Timetable examples

The diagrams above illustrate the balance of curriculum elements.

CURRICULUM COMPONENTS

8. Core curriculum components

8.1 Academic learning

- Academic learning is offered at the level that provides appropriate challenge and progression. It includes English, Mathematics, Science, History, Psychology, Business and other subjects according to learner need, centre approval and staffing.
- Entry Level Certificates and Entry Level Functional Skills.
- Functional Skills in English and Mathematics from Entry Level through to Levels 1 and 2.
- GCSE, Cambridge International IGCSE, AS and A Level where appropriate.
- AQA Unit Award Scheme units or other flexible accreditation to recognise smaller steps of achievement.

8.2 Literacy, reading, communication and numeracy

- Literacy, reading, communication and numeracy are whole-college priorities. They are taught explicitly and reinforced across academic, vocational, enrichment, community and independence learning.
- Teachers identify and pre-teach subject vocabulary and provide accessible texts, visuals, symbols, reading technology or alternative formats where needed.
- Learners are supported to read for purpose, pleasure, safety, independence and employment.
- Communication approaches may include speech, writing, symbols, Makaton, AAC, assistive technology and supported conversation.
- Mathematical understanding is applied to money, time, measure, travel, cooking, work tasks, data and everyday decision-making.

8.3 Vocational, technical and creative learning

- Vocational and creative programmes combine practical skills, industry awareness, theory, safe working, employability and assessment. Courses may include Business, Health and Social Care, Applied Science, Hair and Beauty, Home Cooking, WorkSkills, Horticulture, Motor Vehicle Maintenance, Photography, Art and Design, Creative Media and Games Design.

Progression in Games Design

Games Design and Creative Digital Media can be offered from introductory learning through to Level 3, depending on the learner's starting point, programme size, assessment readiness and the current RSL qualification specification.

PERSONAL DEVELOPMENT

9. PSHE, Citizenship and Enrichment

9.1 Personal, Social, Health and Economic education (PSHE)

PSHE is planned as a distinct curriculum area and is also reinforced across mentoring, Preparation for Adulthood, community learning, vocational programmes and pastoral work. It is adapted to learners' communication, cognition, life experience and safeguarding needs.

- Physical and mental health, emotional wellbeing, self-regulation and help-seeking.
- Relationships, consent, boundaries, respect, identity, equality and personal safety.
- Online safety, digital behaviour, media awareness and protection from exploitation.
- Money, budgeting, consumer awareness, housing and economic wellbeing.
- Travel, community safety, personal care, healthy living and adult responsibilities.
- Employability, workplace behaviour, rights, responsibilities and decision-making.

9.2 Citizenship

Citizenship enables learners to understand their rights, responsibilities and role within the college, local community and wider society. Learning is practical, accessible and connected to real situations.

- Democracy, the rule of law, individual liberty, mutual respect and tolerance.
- Equality, diversity, inclusion, human rights and challenging discrimination.
- Voting, public services, local communities, advocacy and how to raise concerns.
- Current affairs, media literacy, reliable information and respectful discussion.
- Environmental responsibility, volunteering and active community participation.

9.3 Enrichment

Enrichment broadens learners' experiences beyond their main qualification programme. The offer is rotated across the academic year so learners can experience a wider range of activities and develop new interests, social connections and leisure skills.

- Creative arts, music, photography, media, craft and performance.
- Sport, movement, outdoor learning, wellbeing and healthy lifestyles.
- Enterprise, community projects, volunteering and environmental activities.
- Cultural experiences, visits, clubs, celebrations and student-led activities.
- Teamwork, communication, confidence, resilience and safe participation in unfamiliar activities.

Planning expectations

PSHE, Citizenship and Enrichment must be planned, resourced, differentiated and reviewed with the same care as other curriculum areas. Staff should use the relevant college guidance and record meaningful evidence of participation and progress.

QUALIFICATIONS

10. Qualifications and awarding organisations

The qualification offer is reviewed each year. Learners are registered only when the course is appropriate, centre approval is in place, staffing and resources are sufficient, and the assessment model is accessible with permitted support.

Understanding levels

Entry Level 1, Entry Level 2 and Entry Level 3 are below Level 1. They should not be described as “Level 1–3”. Qualification titles, levels, codes and assessment requirements must be checked against the current specification before registration.

Awarding organisation	Examples within the college offer	Typical level / route
AQA	A Levels and GCSEs in approved subjects; AQA Unit Award Scheme; Entry Level qualifications where selected.	Entry Level, GCSE, AS/A Level and unit awards
Pearson	BTEC Level 3 National Business and Health and Social Care; BTEC First Level 1/2 Applied Science and Business; Level 1 introductory vocational programmes; Home Cooking Skills; WorkSkills.	Levels 1, 2 and 3
OCR	OCR Entry Level Certificate in History, awarded at Entry Level 1, 2 or 3; OCR GCSE History where appropriate.	Entry Levels 1–3 and GCSE
Cambridge International	Cambridge International IGCSE qualifications, including Accounting and other approved subjects when they provide the most appropriate route.	International GCSE
RSL Awards	Creative Digital Media and Games Design pathways, with qualification routes available up to Level 3 according to the current programme and specification.	Levels 1–3
VTCT Skills	Hair and Beauty qualifications and units, including appropriate Level 1 and Level 2 routes.	Levels 1 and 2

QUALIFICATIONS

10. Qualifications and awarding organisations (continued)

Awarding organisation	Examples within the college offer	Typical level / route
NCFE	Photography and other approved creative or vocational qualifications according to the annual offer.	Typically Levels 1 and 2
City & Guilds	Functional Skills English and Mathematics; practical vocational routes such as Horticulture or Motor Vehicle Maintenance where approved.	Entry Level to Level 2
ASDAN	Personal Progress and Life Skills Challenges, used to recognise progress in communication, independence, community participation and personal development.	Entry Level and non-regulated challenge programmes

10.1 Course selection and enrolment

- The course level must reflect assessed starting points and provide a realistic but ambitious progression route.
- Prior attainment, literacy and numeracy demands, attendance, independence, interests and career goals are considered.
- The assessment model must be understood before enrolment, including examinations, controlled assessment, internal assessment, practical evidence and external moderation.
- A learner should not repeat substantially similar learning without a clear educational rationale.
- Subject leaders and the Exams Officer confirm the correct specification, entry code, registration deadline and certification route.
- Parents, carers and learners receive clear information about the proposed programme and likely progression.

10.2 Exam-board and qualification support for learners with SEND

- Awarding organisations provide rules for access arrangements and reasonable adjustments. The college applies these rules carefully so learners can demonstrate their knowledge and skills without changing the competence being assessed.
- Possible arrangements may include extra time, supervised rest breaks, a reader or computer reader, a scribe or speech-recognition technology, a word processor, modified papers, practical assistance or alternative rooming arrangements.
- An arrangement is not automatic because a learner has an EHCP, diagnosis or preference. It must meet the published criteria and, where required, be supported by appropriate evidence.
- The arrangement should normally reflect the learner's usual way of working in lessons and internal assessments.

- Some vocational or practical qualifications use different reasonable-adjustment processes from GCSE and A Level examinations. Staff must check the relevant awarding-organisation rules.
- Reasonable adjustments cannot give an unfair advantage or remove an essential skill, knowledge or competence from the assessment.

Current guidance

The Exams Officer, SENCO and Access Arrangements Assessor must use the current JCQ and awarding-organisation guidance for the relevant academic year. Historic guidance must not be relied upon for new applications or entries.

PREPARATION FOR ADULTHOOD

11. Careers, work-related learning and Preparation for Adulthood

11.1 Careers education, information, advice and guidance

Careers learning is embedded across the curriculum and coordinated by the Careers Lead. It is personalised to each learner's communication needs, interests, strengths, aspirations and likely progression route.

- Career exploration, employer encounters and understanding different routes into work and further learning.
- CV writing, applications, interviews, workplace communication and professional behaviour.
- Independent travel, punctuality, attendance, problem-solving, teamwork and self-advocacy.
- Information about apprenticeships, supported internships, supported employment, volunteering and further education.
- Individual guidance and transition planning linked to the Gatsby Benchmarks and EHCP outcomes.

11.2 Work experience, enterprise and internships

- Work-related learning is included across both pathways and increases in intensity as learners develop readiness and independence.
- Placements and enterprise activities are risk assessed, purposeful and matched to learner needs and career interests.
- Learners may access internal enterprise, community placements, external work experience, pre-supported internship or supported internship programmes.
- Learning before, during and after a placement includes preparation, target-setting, reflection, employer feedback and next steps.

11.3 Preparation for Adulthood

Preparation for Adulthood is not a single lesson. It is a framework that informs the whole learner programme and is reflected in EHCP outcomes, subject planning, PSHE, Citizenship, careers, therapy, community learning and transition planning.

Employment	Independent living	Community inclusion	Health
Skills, qualifications, work experience and career planning.	Home, money, travel, decision-making and daily routines.	Relationships, leisure, citizenship and participation.	Physical health, mental wellbeing, self-care and accessing support.

INCLUSION AND ACCESS

12. In-curriculum support for learners with SEND

12.1 Adaptive teaching

Teachers retain responsibility for the progress of every learner in their class. Support is designed to increase access and independence, not to replace high-quality teaching or complete work on behalf of the learner.

- Clear routines, visual schedules, structured tasks and explicit expectations.
- Modelling, worked examples, guided practice, retrieval and spaced review.
- Chunked instructions, reduced language load and additional processing time.
- Accessible resources, assistive technology, adapted equipment and alternative recording methods.
- Makaton, symbols, AAC and individual communication systems where appropriate.
- Sensory and regulation strategies, movement breaks and predictable transitions.
- Opportunities to generalise skills across classrooms, community settings, home and work experience.

12.2 Collaborative support

The SENCO, curriculum leaders, teachers, therapists, Careers Lead, Exams Officer, Access Arrangements Assessor, pastoral staff, families and external professionals work together to identify and remove barriers.

- EHCP outcomes are translated into practical curriculum targets and reviewed through annual-review and progress processes.
- Therapeutic recommendations are embedded consistently and reviewed for impact.
- Parents and carers receive information and are invited to contribute relevant evidence and feedback.
- Learner voice is sought in accessible ways and informs programme choices, support and transition planning.
- Local authorities and external practitioners are involved where their input is required for provision, funding or transition.

12.3 Safeguarding and risk management

- Curriculum activities, community learning, practical work, online learning and placements are planned with appropriate safeguarding and risk controls.
- Learners are taught how to recognise risk, communicate concerns, seek help and make safer choices.
- Risk management should enable participation and development wherever possible rather than unnecessarily restrict opportunity.

ASSESSMENT AND QUALITY ASSURANCE

13. Assessment, progress and quality assurance

13.1 Assessment and progress tracking

- Initial assessments identify existing knowledge, prior qualifications, communication, support needs and suitable early placement.
- Baseline assessments are completed at the start of a course or programme and establish a clear subject-specific starting point.
- Formative assessment is used during learning to check understanding, adapt teaching and plan next steps.
- Summative assessment confirms achievement against qualification criteria, curriculum outcomes or personalised learning goals.
- Evidence is proportionate and may include written work, observation records, photographs, video, practical products, discussion, digital work and external assessment.
- Progress is reviewed at agreed points through subject reports, personalised learning goals, EHCP outcomes, accreditation and destination planning.

13.2 Quality assurance

- Long-term and medium-term planning demonstrate clear sequencing, coverage, differentiation and assessment opportunities.
- Subject leaders monitor planning, learner work, evidence, assessment decisions, deadlines and qualification compliance.
- Standardisation, internal verification and moderation are completed in line with awarding-organisation and college requirements.
- Lesson observations, learning walks, student voice, progress information and work scrutiny are used to evaluate implementation and impact.
- Actions from quality assurance are recorded, followed up and reflected in subject action plans and professional development.

13.3 Curriculum review

The curriculum is reviewed annually and more frequently where necessary. Review considers learner progress, destinations, attendance, feedback, qualification outcomes, cohort changes, staffing, local opportunities, employer links and changes to legislation or awarding-organisation requirements.

Evidence of impact

Impact is not judged only by examination results. It also includes increased independence, communication, confidence, attendance, engagement, community participation, work readiness, successful transitions and sustained destinations.

NEURO-AFFIRMING PRACTICE AND WELLBEING

14. Ask, Accept, Develop

Syon Manor College uses a neuro-affirming approach that begins by asking learners how they prefer to communicate, learn, participate and receive support. Staff accept the learner's profile, strengths and needs without lowering expectations, and develop strategies, skills and opportunities that move the learner towards their chosen adult-life outcomes.

- **ASK:** seek the learner's views, communication preferences, interests, goals and experience of support.
- **ACCEPT:** recognise the learner's authentic communication and neurodivergent profile, and remove avoidable barriers.
- **DEVELOP:** build knowledge, independence, confidence, self-advocacy and routes towards meaningful participation and employment.

The college wellbeing strategy supports this approach by prioritising physical and mental health, safe relationships, emotional regulation and a recognised quality of life alongside academic and vocational achievement.



The wider wellbeing framework supporting specialist, clinical, therapeutic and whole-organisation practice.

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.

Syon Manor College vision, mission and promise.

ADMISSIONS AND TRANSITION

15. Curriculum matching for new learners

Curriculum matching begins before a learner starts at the college. The Senior Leadership Team, SENCO, Careers Lead and relevant teachers gather information from the learner, family, local authority, previous setting and external professionals.

15.1 Information considered before entry

- EHCP outcomes, support requirements and identified risks.
- Previous learning, qualifications, assessment information and attendance.
- Communication, sensory, physical, medical, emotional and therapeutic needs.
- Interests, strengths, aspirations, preferred activities and likely adult-life outcomes.
- Access arrangements and the learner's normal way of working.

15.2 Baseline and early review

Once the learner begins attending, teachers complete appropriate initial and baseline assessment. The early timetable is reviewed to confirm the pathway, stage, qualification level, support, group placement and balance of academic, vocational, therapeutic and Preparation for Adulthood learning.

- Changes are made where the evidence shows that the original placement is too demanding, not sufficiently challenging or does not support the learner's longer-term goals.
- Transition arrangements may include reduced or gradual attendance, familiarisation, visual information, communication support, regulation plans and close family liaison.
- The final programme should be challenging, achievable, motivating and sustainable.

15.3 Ongoing transition planning

Transition is reviewed throughout the learner's time at college. As learners approach exit, the curriculum places increasing emphasis on destinations, applications, travel, independence, employment skills, community participation and continuity of support.

COMPLIANCE AND REVIEW

16. Legislation and guidance

This policy is informed by current legislation and guidance relevant to post-16 SEND education, curriculum access, qualifications, safeguarding, careers and equality, including:

- Children and Families Act 2014.
- Equality Act 2010, including the duty to make reasonable adjustments.
- Special educational needs and disability code of practice: 0 to 25 years.
- Current Department for Education careers guidance for schools and colleges.
- Current JCQ Access Arrangements and Reasonable Adjustments guidance and Instructions for Conducting Examinations.
- Current awarding-organisation specifications, assessment rules, centre requirements and quality-assurance guidance.
- Current safeguarding guidance applicable to schools and colleges.

17. Related college policies and guidance

• Teaching, Learning, Assessment and Moderation Policy	• Complaints and Appeals Procedures
• External Examinations Policy	• Careers Guidance Policy
• Access Arrangements and Reasonable Adjustments Policy	• Work Experience and Supported Internship Policy
• Vocational Assessment and Internal Verification Policy	• Safeguarding and Child Protection Policy
• BTEC policies and procedures	• Equality, Diversity and Inclusion Policy
• Malpractice and Maladministration Policy	• Positive Behaviour Management Policy
• Conflict of Interest Policy	• Health and Safety and risk-assessment procedures

18. Monitoring and review

The Assistant Head Teacher – Head of Education and Curriculum is responsible for coordinating implementation and review. The policy is reviewed at least annually and submitted to the Principal for approval. Earlier review will take place when there are significant changes to learner need, qualification availability, legislation, statutory guidance or the college operating model.

Policy review record

Approved by: Matthew Ayling | Original approval: 22 September 2025 | Revised: July 2026
| Next review: July 2027