SYON MANOR
COLLEGE

GUIDE FOR PARENTS AND CARERS

Aston House Campus

Curriculum Offer 2026–2027

Welcome to Aston House. This guide explains what our students study this year: the qualifications and programmes on offer, how they are assessed, and why our curriculum is built around practical skills for adult life. Each student follows their own learning plan, chosen with them and with you.

15
learners at Aston House this year

5
courses and qualifications

3 of 5
have no exams, final or during the course

1
pathway: Skills and Vocational Development

This guide is interactive. Go to the **Contents** on the next page and click any section or course.

Contents

This guide is interactive. Click any section below to jump straight to it. In the Quick guide table, click a course name to go to its course card. Each card has a **Course page ↗** link to the official course website and a **↑ Contents** link to come back here. You can also use the bookmarks panel in your PDF reader.

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Key words, levels and how we choose courses

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Why we teach this way, and what Aston House students are doing

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Every course in one table: tap a course to jump to its card

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1 Start here: how courses work

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A quick explainer of the words, levels and sizes you will see on every course card, and how we choose the right courses with your young person.

Academic

Classroom subjects with more reading and writing, such as A Levels and GCSEs. English and Maths at ELC, Entry Level Functional Skills and Functional Skills Level 1 and 2 are academic courses too.

Vocational

Practical, work-related courses that build skills for a job, such as cooking, gardening or hair and beauty.

Life skills

Courses that build independence and everyday skills, such as money, travel, cooking and self-care.

Core skills

English and maths, studied by every student at the level that is right for them.

Exam

A timed test, usually at the end of a course, marked by the exam board.

Coursework or portfolio

Work collected during the course. Teachers mark it and the exam board checks it. No big exam at the end.

Awarding body

The organisation that gives the certificate, for example Pearson, City & Guilds, AQA or ASDAN.

Guided learning hours

The time spent learning with teachers and tutors. It shows how big a course is.

Credits

Another way to measure size. One credit is about 10 hours of learning.

Preparing for Adulthood

The four life outcomes every course links to: employment, independent living, community inclusion and good health.

PLG and EHCP

A PLG is a Personal Learning Goal. It links to your young person's EHCP (Education, Health and Care Plan).

Exam labels on each course: No exam coursework or practical only · Some exams mostly coursework, one or more tests · Exam at the end written or performance exam

About exams: where a course has an exam, we prepare students carefully and apply for access arrangements, such as extra time, a reader or a quiet room, for students who qualify.

Preparing for Adulthood: why every course matters

Every course links to one or more of the four Preparing for Adulthood outcomes used in EHCPs. Each course card shows which ones.

Employment
Skills and qualifications for work, volunteering, internships and apprenticeships.

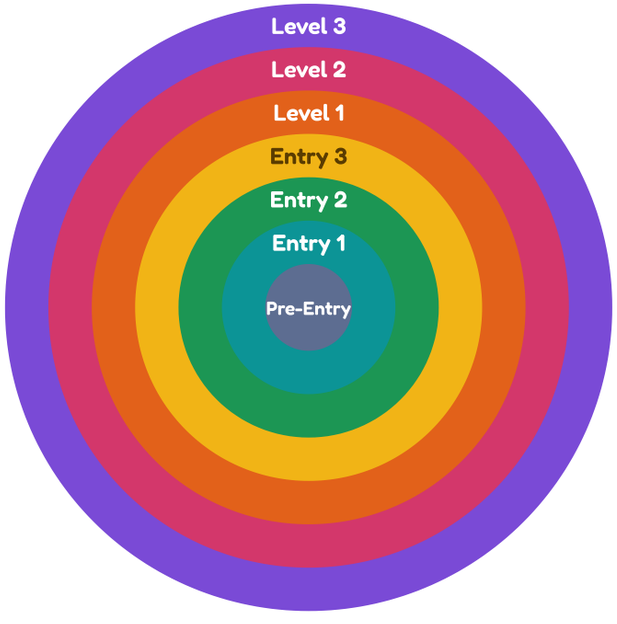
Independent living
Cooking, money, travel, self-care and making choices about where and how to live.

Community inclusion
Friendships, communication, using local services and taking part in community life.

Good health
Healthy routines, wellbeing, staying safe and knowing how to get help.

Level: how hard is it?

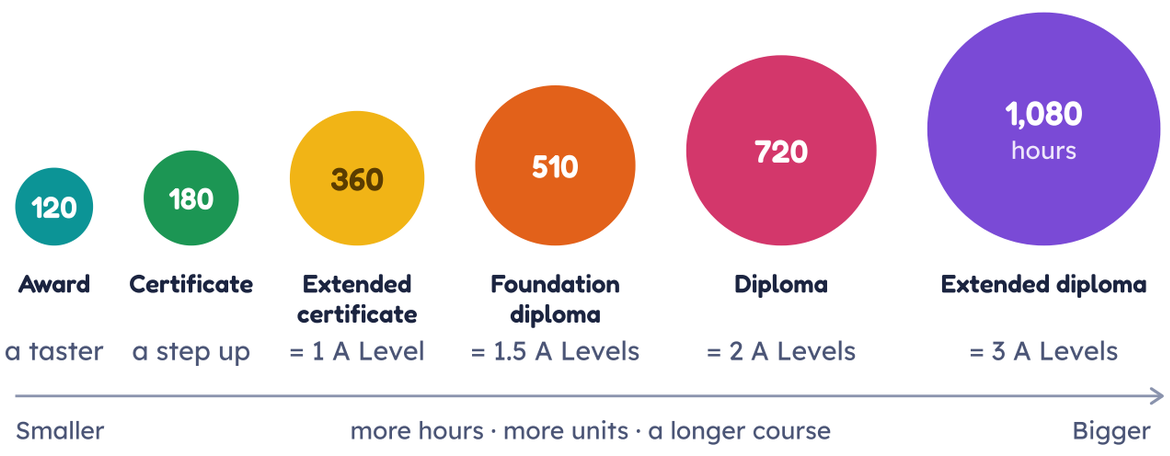
Each ring builds on the one inside it, starting from Pre-Entry in the centre. Students move outwards when ready.



- **Level 3** — A Level, BTEC National
- **Level 2** — GCSE grades 9–4
- **Level 1** — GCSE grades 3–1
- **Entry 3** — Functional Skills E3
- **Entry 2** — Functional Skills E2
- **Entry 1** — Personal Progress
- **Pre-Entry** — Achievement continuum

Size: how much is there?

Bigger circle, bigger course. Numbers show typical learning hours.



Size is not the same as level. The size tells you how big a course is. The level tells you how hard it is.

How we choose the right courses

1. Initial and baseline assessments

When your young person joins and in the first weeks, teachers carry out initial and baseline assessments in English, maths and practical skills to find the right starting level.

2. Agree the plan

We match courses to the assessment results, EHCP outcomes and Personal Learning Goals, and listen to your young person and to you.

3. Review and move up

Progress is reviewed every half-term. When a level is achieved, the natural next step is the level above.

Entry requirements: each course card lists the usual entry requirements. Placement is confirmed by the outcomes of our initial and baseline assessments, your young person's EHCP outcomes and a conversation with them and with you.

***Course length:** Recommended lengths are a guide only. How long a course takes depends on each student's individual abilities, needs and progress.

2 Our pathway: Skills and Vocational Development

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Every student at Aston House follows the Skills and Vocational Development pathway. It is built for young people who learn best by doing: practical, hands-on learning in real places, with English and maths woven into everyday tasks. Therapy, careers support and work-related learning are part of every week.

ASTON HOUSE CAMPUS

Skills and Vocational Development

For students who learn best through a practical, hands-on approach.

1 Stage 1

Self-care, basic cooking, household tasks, community awareness, social skills and early workplace behaviour.

2 Stage 2

Managing health, cooking and budgeting, money skills, volunteering, relationships and supervised work experience.

3 Stage 3

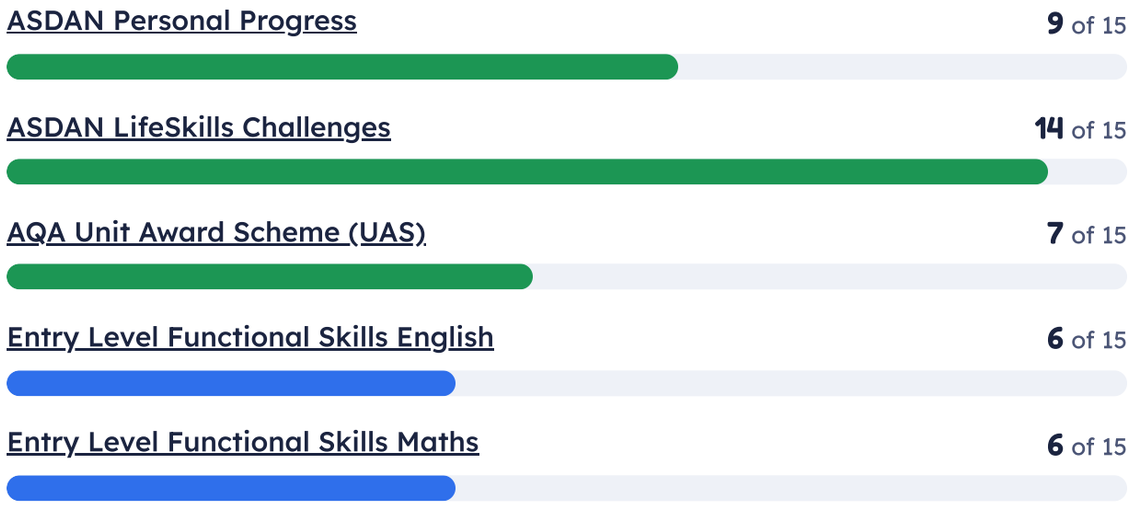
Independent living, travel, taking part in the community, speaking up for themselves and supported employment.

COURSES TAKEN AT ASTON HOUSE THIS YEAR

- ASDAN Personal Progress
- ASDAN LifeSkills Challenges
- AQA Unit Award Scheme (UAS)
- Entry Level Functional Skills English
- Entry Level Functional Skills Maths

What our 15 learners are working towards

Most students take more than one programme, so the numbers add up to more than 15. Figures are for 2026–2027.



At Aston House 14 of 15 learners complete ASDAN LifeSkills Challenges and 9 work on ASDAN Personal Progress. Seven learners take AQA Unit Award Scheme units, and six take Entry Level Functional Skills in both English and maths.

Why skills and vocational development?

Learning by doing

Many of our young people learn best when a skill is real: making a drink, paying in a shop, catching a bus. Practising in real settings helps the learning stick and carry over to home and work.

Every step recognised

ASDAN and Unit Award Scheme programmes have no final exam. Progress is shown through photos, videos and staff observations, so small steps earn real, nationally recognised certificates. When a student is ready, Entry Level Certificates and Entry Level Functional Skills add short exams, taken in class.

Built around adult life

Every programme links to the four Preparing for Adulthood outcomes in the EHCP: employment, independent living, community inclusion and good health.

A clear next step

Students build towards volunteering, supported internships, supported employment and more independent living, and can move on to Entry Level and Level 1 courses when ready.

A natural progression route

Students start at the step that suits them and move up as each level is achieved. Not every student takes every step.

Pre-Entry and Entry 1

ASDAN Personal Progress, LifeSkills Challenges, Unit Award Scheme units

Entry 2 to Entry 3

LifeSkills Challenges and Unit Award Scheme units (no exam), then Entry Level Certificates and Entry Level Functional Skills (both have exams)

Level 1 and beyond

Functional Skills Level 1 and vocational courses, at Isleworth or elsewhere, when a student is ready

Working below Entry 1? Some students start at pre-Entry level. Their progress is recorded in small steps on ASDAN's achievement continuum, which is part of **Personal Progress**, so every step forward is recognised, however small.

Moving on: students can change courses and levels as they progress. Your young person's tutor will tell you which courses are in their plan this year. More detail is on our Curriculum page.

3 Quick guide to every course

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Every course taught at Aston House this year, with its type, level and whether there is an exam. Click a course name to jump to its full description.

NO.	COURSE	TYPE	LEVEL	EXAM?
1	**ASDAN Personal Progress** Entry Level 1	Life skills	Entry 1	No exam
2	**ASDAN LifeSkills Challenges** Pre-Entry to Level 3	Life skills	All abilities	No exam
3	**AQA Unit Award Scheme (UAS)** Life skills, English and maths units	Life skills	Entry 1–3	No exam
4	**ELFS English** Entry Level Functional Skills	Core skills	Entry 1–3	Exam at the end
5	**ELFS Maths** Entry Level Functional Skills	Core skills	Entry 1–3	Exam at the end
★	**PSHE** Weekly lessons for every student	For everyone	All students	No exam
★	**Citizenship** Regular lessons for every student	For everyone	All students	No exam
★	**Enrichment carousel** Practical learning beyond the classroom	For everyone	All students	No exam

Showing 8 of 8.

4 ASDAN and Life skills

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Our three life skills programmes celebrate progress in independence, communication and everyday living. None of them has an exam. Progress is shown through photos, videos, worksheets and staff observations.

Three life skills programmes

- **ASDAN Personal Progress**, a qualification at Entry Level 1
- **ASDAN LifeSkills Challenges**, short practical challenges for all abilities
- **AQA Unit Award Scheme**, short units in independent living, English and maths, each with its own certificate

Staff collect evidence as your young person learns. ASDAN and AQA then check (moderate) our work, so certificates are nationally recognised.

ASDAN

An education charity and awarding body. Personal Progress is a recognised qualification, and LifeSkills Challenges are flexible, bite-sized challenges chosen around your young person's goals.

AQA Unit Award Scheme

A nationally recognised record of achievement. Every completed unit gets its own AQA certificate, listing exactly what your young person achieved.

Separate units

A Unit Award Scheme unit can stand on its own. Your young person gets an AQA certificate for each unit they complete, listing exactly what they achieved. Small steps are recognised straight away.

Bridge qualification

Units can also be linked together as a bridge to a full qualification. A bridge is used when a student is not yet ready for the whole qualification, or is working between two levels. It breaks the skills into small, achievable steps so your young person can start the full course with confidence. We use bridge units to:

- prepare for the next qualification, for example English or maths units before Functional Skills or an Entry Level Certificate
- build practical skills first, for example food hygiene and kitchen safety units before cooking in the kitchen or café
- fill gaps found in initial and baseline assessments
- recognise progress for students who join mid-year or need more time
- make sure every achievement is certificated, even when a full qualification is not yet complete

Good to know: the Unit Award Scheme is a nationally recognised record of achievement run by AQA, rather than a qualification. At Aston House we use it for independent living units and for English and maths units.

1 ASDAN Personal Progress Entry Level 1

Entry 1 · No exam

WHAT THEY LEARN

Personal goals for learners working at the earliest levels, including learners with profound and multiple learning difficulties: communication, personal care, making choices, independent living and taking part in the community.

COURSE LENGTH

Award or Certificate: 1 year. Larger sizes: up to 2 years

Course length: Recommended lengths are a guide only. How long a course takes depends on each student's individual abilities, needs and progress.

SIZE AND UNITS

- Award: 8 credits · Certificate: 14 credits · Extended Certificate: 25 credits · Diploma: 37 credits
- All units are optional, so they are chosen around your young person
- A student who completes fewer than 8 credits still receives a certificate for each unit

HOW IT IS ASSESSED

A portfolio of photos, videos and staff observations that shows progress over time. ASDAN checks (moderates) the portfolio.

ENTRY REQUIREMENTS

None. Designed for learners working below and at Entry 1. Outcomes from initial assessment show which units suit your young person.

NEXT STEP

A larger Personal Progress size, then ASDAN qualifications at Entry 2 and 3, or Entry Level Functional Skills.

IN PRACTICE

- **Pre-Entry:** Showing a preference by looking at, reaching for or choosing between two objects
- **Pre-Entry:** Taking part in a sensory story, responding to sounds, textures and smells
- **Pre-Entry:** Anticipating the next step of a familiar routine, such as snack time
- **Entry 1:** Making a drink or snack with support, following picture steps
- **Entry 1:** Choosing items on a short shopping trip and handing over the money
- **Entry 1:** Using symbols, signing or AAC to ask for help or say how they feel
- **Entry 1:** Watering plants or helping to care for the environment around college

UNITS OUR LEARNERS ARE WORKING ON

- Developing community participation skills: participating in sporting activities *(3 credits, 8 learners)*
- Travel within the community: going places *(3 credits, 4 learners)*
- Developing skills for the workplace: health and safety *(2 credits, 3 learners)*
- Understanding what money is used for *(3 credits, 2 learners)*
- Developing independent living skills: personal care *(2 credits)*
- Developing reading skills *(3 credits)*

PREPARING FOR ADULTHOOD Employment · Independent living · Community inclusion · Good health — Every unit sits under one of the four Preparing for Adulthood areas.

Certificate from **ASDAN**

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2 ASDAN LifeSkills Challenges Pre-Entry to Level 3

All abilities | No exam

WHAT THEY LEARN

Short, practical challenges in everyday areas such as cooking, shopping, travel, personal care, health, keeping safe and looking after a home.

COURSE LENGTH

Throughout the year. Each challenge takes a few weeks

Course length: Recommended lengths are a guide only. How long a course takes depends on each student's individual abilities, needs and progress.

SIZE AND UNITS

- An ASDAN programme with a certificate (not a regulated qualification)
- Each challenge takes about 10, 20 or 30 hours
- No set number: students complete as many challenges as suit them during the year

HOW IT IS ASSESSED

Each challenge is recorded with evidence such as photos, videos or worksheets. ASDAN issues a certificate listing the challenges completed.

ENTRY REQUIREMENTS

None. Challenges are available from pre-Entry to Level 3. Outcomes from initial assessment show which level and challenges to start with.

NEXT STEP

ASDAN Personal Progress, Entry Level qualifications, or more demanding challenges.

IN PRACTICE

- **Pre-Entry:** Exploring textures and smells while helping to prepare a snack
- **Pre-Entry:** Taking part in a handwashing or tooth-brushing routine
- **Entry 1:** Choosing clothes that suit the weather
- **Entry 2:** Making toast or a sandwich using picture instructions
- **Entry 3:** Buying a few items in a shop and checking the change
- **Level 1:** Planning a short bus journey to a local place
- **Level 2–3:** Booking an appointment or planning a weekly food shop

CHALLENGES IN USE (ASDAN CHALLENGE NUMBER)

- **1314** Understanding money (Entry 1)
- **7243** Independent travel
- **10512** Keeping fit and healthy in the local community
- **5807** Relationships: feelings and emotions
- **2860** Work experience (volunteering)
- **2685** Introduction to music

PREPARING FOR ADULTHOOD Employment | Independent living | Community inclusion | Good health — Challenges are chosen around your young person's goals across all four areas.

Certificate from **ASDAN**

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3 AQA Unit Award Scheme (UAS) AQA: life skills, English and maths units

Entry 1–3 | No exam

WHAT THEY LEARN

Short units that each cover one clear skill. Our units cover independent living, such as keeping a room clean and tidy, and English and maths, such as reading a menu or handling money.

COURSE LENGTH

A few weeks to one term for each unit

Course length: Recommended lengths are a guide only. How long a course takes depends on each student's individual abilities, needs and progress.

SIZE AND UNITS

- Each unit is small and stands on its own. There is no set number to complete
- Used in two ways: as separate units, or as a bridge that prepares your young person for a full qualification when they are not yet ready for it (see the box above)

HOW IT IS ASSESSED

No exam. Staff collect evidence as your young person works, such as photos, worksheets and observations. AQA checks the work and issues a certificate for every completed unit, listing exactly what was achieved.

ENTRY REQUIREMENTS

Open to every student at any level. Outcomes from initial assessment show which units to start with and the next target.

NEXT STEP

More units at a higher level, or the qualification the bridge leads to, such as an Entry Level Certificate or Entry Level Functional Skills.

EXAMPLE UNITS: INDEPENDENT LIVING, ENTRY 1 (AQA UNIT NUMBER)

- **122635** Life skills: Keeping a bedroom clean and tidy
- **113415** Cleaning skills for independent living
- **120397** Cleaning a workplace

ENGLISH AND MATHS UNITS IN PRACTICE

- Reading a café menu and choosing a meal within a set budget
- Using a bus or train timetable to plan a short trip
- Following food hygiene steps when making a snack: handwashing, clean surfaces, safe storage
- Counting money and giving change when shopping

PREPARING FOR ADULTHOOD Employment | Independent living | Community inclusion — Each unit is chosen around a real skill your young person needs now.

Certificate from **AQA**

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5 English and Maths

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English and maths run through everything Aston House students do, from reading a recipe to paying in a shop. Six students also work towards Entry Level Functional Skills in English and maths. These have short exams, taken in class when the student is ready.

4 ELFS English Entry Level Functional Skills, Entry 1 to 3

Entry 1–3 | Exam at the end

WHAT THEY LEARN

Everyday reading and writing: signs, labels, short messages, forms and spelling, plus speaking and listening in real situations.

COURSE LENGTH

Up to 1 year for each Entry level

Course length: Recommended lengths are a guide only. How long a course takes depends on each student's individual abilities, needs and progress.

SIZE AND UNITS

- A separate qualification at each of Entry 1, Entry 2 and Entry 3, about 55 guided learning hours each
- Three parts to pass at each level: Reading, Writing, and Speaking, Listening and Communicating

HOW IT IS ASSESSED

Short reading and writing exams, taken in class when your young person is ready, plus a speaking and listening assessment. Pearson sets the exams, the teacher marks them and Pearson checks the marking.

ENTRY REQUIREMENTS

No previous qualification needed. Outcomes from our initial and baseline English assessments show whether to start at Entry 1, 2 or 3.

NEXT STEP

The next Entry level, then Functional Skills English Level 1 once Entry 3 is achieved.

IN PRACTICE

- **Entry 1:** Matching signs and symbols around college, such as Toilet, Exit and Café
- **Entry 1:** Writing their name and address on a simple form
- **Entry 2:** Reading a café menu and writing a short order or shopping list
- **Entry 2:** Following a short picture recipe or set of instructions
- **Entry 3:** Writing a short email or message to a tutor or placement
- **Entry 3:** Asking for help or giving information clearly in a role-played phone call

PREPARING FOR ADULTHOOD

Employment | Independent living | Community inclusion

Reading signs, filling in forms and speaking up are skills used at work, at home and out in the community.

Certificate from **Pearson Edexcel**

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5 ELFS Maths Entry Level Functional Skills, Entry 1 to 3

Entry 1–3 | Exam at the end

WHAT THEY LEARN

Counting, money, time, measuring, shapes and simple charts, using real-life examples such as shopping and timetables.

COURSE LENGTH

Up to 1 year for each Entry level

Course length: Recommended lengths are a guide only. How long a course takes depends on each student's individual abilities, needs and progress.

SIZE AND UNITS

- A separate qualification at each of Entry 1, Entry 2 and Entry 3, about 55 guided learning hours each
- One maths assessment to pass at each level

HOW IT IS ASSESSED

One short maths exam, taken in class when your young person is ready. Pearson sets it, the teacher marks it and Pearson checks the marking.

ENTRY REQUIREMENTS

No previous qualification needed. Outcomes from our initial and baseline maths assessments show whether to start at Entry 1, 2 or 3.

NEXT STEP

The next Entry level, then Functional Skills Maths Level 1 once Entry 3 is achieved.

IN PRACTICE

- **Entry 1:** Counting coins and matching them to prices in a shop
- **Entry 1:** Using a visual timetable to know what comes next in the day
- **Entry 2:** Paying for an item in a shop or café and checking the change
- **Entry 2:** Measuring ingredients with cups and spoons when cooking
- **Entry 3:** Reading a bus timetable to plan a short journey
- **Entry 3:** Comparing prices to find the better buy when shopping

PREPARING FOR ADULTHOOD Independent living | Employment — Handling money, time and measures underpins budgeting, shopping, cooking and travelling independently.

Certificate from **Pearson Edexcel**

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6 British values

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Democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs are part of everyday life at Aston House. We teach them through real situations, at a level each student can understand, so they become habits rather than words on a wall.

D Democracy

Everyone has a say, and decisions are made fairly.

HOW WE FOLLOW IT AT ASTON HOUSE

- Students vote on group choices, such as which sport or Enrichment activity to try
- Student voice meetings, using symbols, photos or AAC so every learner can take part
- Choosing together and taking turns to share ideas in Citizenship lessons

L The rule of law

Rules keep us safe, and everyone follows them.

HOW WE FOLLOW IT AT ASTON HOUSE

- PP unit *Developing skills for the workplace: health and safety*
- LifeSkills challenge **7163** Keeping myself safe around other people
- Road safety and travel rules on community trips in *Travel within the community: going places*

I Individual liberty

We can make our own choices, safely.

HOW WE FOLLOW IT AT ASTON HOUSE

- Choosing which sporting activities to take part in
- Building towards travelling more independently (LifeSkills challenge **7243**)
- Choosing LifeSkills challenges around their own goals

R Mutual respect

We treat others as we want to be treated.

HOW WE FOLLOW IT AT ASTON HOUSE

- Fair play, teamwork and encouraging others in sport
- LifeSkills challenge **7926** Understanding what makes relationships healthy or unhealthy
- LifeSkills challenge **10422** Celebrating differences, challenging harmful behaviour and promoting respect

T Tolerance of faiths and beliefs

People believe different things, and that is fine.

HOW WE FOLLOW IT AT ASTON HOUSE

- Marking festivals such as Diwali, Eid, Christmas and Hanukkah with food, music and stories
- Exploring music from different cultures in *Introduction to music*
- Learning that families and communities can be different from our own

Where it is taught: British values run through PSHE, Citizenship, Enrichment and ASDAN work, and are reinforced in mentor group time every day.

7 Part of every week: PSHE, Citizenship and Enrichment

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Alongside their ASDAN and Unit Award work, every Aston House student has PSHE, Citizenship and Enrichment as part of their timetabled lessons. None of them has an exam. Each is taught at the right level for the student, with clear visuals, modelling and real-life practice.

PSHE

A weekly lesson on health, wellbeing, relationships and keeping safe. Online safety, trusted people, travel safety and money safety come back every term.

- Sorting photos of safe and unsafe situations
- Practising asking for help in a shop or on a trip
- Reviewing Personal Learning Goals with their mentor each half-term

Citizenship

Regular lessons on being part of a community: making choices together, following rules, helping others and looking after our local area.

- Meeting people who help us, such as police officers, firefighters and nurses
- Recycling and keeping our college and local area tidy
- Choosing together as a group, for example voting on a class activity

Enrichment

Practical learning beyond the qualification timetable. Groups rotate each half-term through Travel and Independence, Healthy Living and Community, and Digital Skills for Life.

- Using buses and trains in the local area
- Movement, fitness and healthy snacks
- Using a device safely and sending messages

8 A typical day at Aston House

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Students arrive and settle in before lessons start at 10:00am, and the day ends at 3:30pm. Students learn in two groups, Creators and Explorers. There are four learning sessions, with a break, lunch and lunch clubs in between, and the day ends with time to tidy up and regulate before pick-up.

Before 10:00am

Arrival and settling in

A calm start before the first session

10:00 – 11:00am

Session 1

First lesson of the day

11:00 – 11:15am

Break

11:15am – 12:00pm

Session 2

Learning

12:00 – 12:30pm

Lunch

12:30 – 1:00pm

Lunch clubs

Clubs and social time after lunch

1:00 – 2:00pm

Session 3

Learning

2:00 – 2:45pm

Session 4

Learning

2:45 – 3:30pm

Tidy up, regulation and pick-up

A calm end to the day

Every day is planned around the student: courses are timetabled into the learning sessions according to each student's plan, and calm, regulated starts and finishes help everyone get ready to learn and go home settled.