

Curriculum Policy Aurora Foxes

Policy Reference:	FOX18
Version Number:	3.2
Applies to:	Aurora Foxes
Associated documents:	Teaching and Learning Policy
Approved by:	Principal
Implementation date:	January 2026
Next review due by:	January 2027
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

0. Summary of changes since previous version of policy

- Reframed curriculum intent (Section 4) to provide a clearer, more concise statement of the college's purpose, explicitly positioning the curriculum around a three-year journey towards *Work Ready, Life Ready*, with learning embedded across hotel, residential, therapeutic and community contexts.
- Clarified scope of the policy (Section 3) to define more precisely the environments, curriculum activity and staff roles covered, strengthening shared accountability for curriculum delivery across the whole organisation.
- Updated roles and responsibilities (Section 5) to:
 - Include the Assistant Head of Education alongside the Head of Education
 - Refine the Head of Care role, shifting emphasis from leading PfA delivery to embedding independence and PfA themes through residential routines and PDHW
 - Strengthen expectations around cross-environment consistency and curriculum contribution by all staff.
- Strengthened vocational curriculum structure (Section 7) by formalising the initial baselining and rotation model, including:
 - Rotation through Front of House and Food Preparation
 - Clear use of baseline assessment to identify strengths, learning needs and appropriate qualification pathways
 - Addition of Level 1 and Level 2 Food Safety and Hygiene qualifications.
- Expanded and clarified the Preparation for Adulthood curriculum (Section 8) to:
 - Specify delivery through two weekly PfA sessions in Years 1 and 2
 - Introduce the Aurora 1–6 assessment scale alongside RARPA
 - Strengthen real-world exemplification of skill transfer across settings
 - Clearly define the Year 3 Employability & Transition (E&T) pathway and its role in preparing students for post-college destinations
 - Formalise weekly tutorial sessions as part of the taught PfA curriculum.
- Refined the Personal Development, Health and Welfare model (Section 10) by:
 - Defining PDHW as non-timetabled college days
 - Introducing a long-term PDHW overview aligned directly to PfA themes
 - Clarifying PDHW's role within a coherent 24-hour learning model alongside the hidden curriculum.
- Significantly expanded the Careers and Work Experience section (Section 11) to provide a comprehensive, Gatsby-aligned CEIAG framework, including:
 - Clear articulation of National Careers Service input
 - A defined external work experience recruitment-agency model
 - Employer engagement, alumni involvement, Enterprise Advisor input and Careers Link Governor oversight.

- Streamlined and aligned enrichment and hidden curriculum content (Section 14) to more clearly distinguish between structured enrichment and informal learning, while reinforcing how both contribute to independence, confidence and social development.
- Updated impact measures (Section 15) to reflect:
 - Broader qualification outcomes (including Food Hygiene and Employability)
 - Clearer destination measures
 - Stronger links between vocational competence, independence and long-term adult outcomes.

1. Aims

This policy sets out how the Aurora Foxes curriculum is designed, delivered and evaluated. Its aims are to:

- Provide a **clear** statement of our curriculum intent and how it is implemented across all areas
- Ensure the curriculum meets statutory requirements and aligns with EHCP outcomes and the Aurora Curriculum Framework
- Clarify the responsibilities of staff in delivering, supporting and monitoring the curriculum
- Ensure consistency, quality and high expectations across vocational, residential, therapeutic and classroom learning
- Support a responsive, reflective approach to curriculum planning and improvement

2. Legislation and statutory requirements

This curriculum policy is underpinned by statutory guidance and national frameworks to ensure it is inclusive and appropriately aligned to students' needs and aspirations. It reflects the legal duties of the college and aligns with quality standards across education, safeguarding, and careers.

The policy is informed by:

- **SEND Code of Practice (2015)** – to ensure the curriculum meets the needs of students with EHCPs and supports preparation for adulthood
- **Children and Families Act (2014)** – to uphold the rights of young people with SEND to access high-quality education and support
- **Education Inspection Framework (EIF, Ofsted 2023)** – to align curriculum intent, implementation, and impact with inspection expectations
- **Keeping Children Safe in Education (KCSIE 2025)** – to ensure safeguarding and Prevent duties are embedded across the curriculum
- **Careers Strategy and Statutory Guidance for Further Education** – to support high-quality, impartial careers education and access to work-related learning
- **Gatsby Benchmarks of Good Career Guidance** – as a recognised framework for effective careers provision in specialist FE

In addition, this policy supports the expectations of the **Aurora Curriculum Framework**.

3. Scope

This policy applies to all curriculum activity at Aurora Foxes, including vocational learning, independent living, functional skills, therapeutic provision, personal development, enrichment and community learning.

It covers all environments in which learning takes place - the hotel, residential houses, classrooms, therapy spaces and the community.

The policy applies to all staff who contribute to the curriculum and to all students enrolled at Aurora Foxes.

4. Curriculum Intent

Our curriculum has a clear and ambitious purpose: **to prepare every student to be Work Ready and Life Ready.**

We deliver personalised, real-world learning built around hospitality, independent living, community participation and therapeutic support. A focused three-year journey develops the knowledge, skills and behaviours young adults need to live safely, confidently and purposefully.

Learning happens everywhere - in the hotel, in the home, in the classroom, through therapy and in the community - with every member of staff contributing to independence, employability and personal growth.

5. Roles and responsibilities

Effective delivery of the Aurora Foxes curriculum depends on a shared commitment and collaboration across all roles. Every team member plays a vital part in modelling, enabling, and supporting learning both directly and indirectly.

5.1 Principal

- Provide strategic leadership and accountability for curriculum intent, quality, and outcomes
- Ensure the curriculum reflects the Aurora values and meets national and group-wide expectations
- Oversee annual curriculum review and quality assurance processes
- Promote a culture of ambition, inclusion, and continuous improvement

5.2 Head of Education/Assistant Head of Education

- Lead curriculum planning, implementation, and evaluation across the provision
- Ensure the curriculum is inclusive, sequenced, and aligned with EHCP outcomes
- Monitor student progress and curriculum impact, using assessment data to inform planning
- Provide curriculum-focused CPD and guidance for teaching and support staff

5.3 Head of Care

- Ensure the curriculum is embedded across the residential experience, supporting learning beyond the classroom
- Ensure that independence skills and PfA themes are embedded and practised through residential routines and PDHW activity.

- Enable consistency in routines, expectations, and behaviour modelling
- Support transitions and independence through coordinated planning with education and therapy teams

5.4 Designated Safeguarding Lead (DSL)

- Ensure safeguarding and Prevent are embedded across the curriculum
- Work collaboratively with education, care, and therapy teams to ensure student safety is prioritised throughout all learning experiences
- Support staff in identifying and responding to safeguarding concerns that may arise through curriculum content or delivery
- Advise on and contribute to curriculum planning where safeguarding-related themes are explicitly taught, such as healthy relationships, online safety, and personal boundaries

5.5 Programme Leads

- Oversee specific curriculum strands (e.g. Functional Life Skills, Hospitality, PfA)
- Develop and review schemes of work, assessments, and qualifications pathways
- Support and train staff in delivering high-quality learning experiences
- Monitor delivery, evaluate outcomes, and report on progress

5.6 Tutors

- Deliver high-quality, engaging, and sequenced learning experiences that align with curriculum intent and EHCP outcomes
- Plan differentiated lessons that reflect students' individual needs, starting points, and aspirations
- Use a range of assessment methods to track progress and inform next steps in learning
- Contribute to curriculum development through sharing of good practice and collaborative planning
- Model professional behaviours and create a positive, inclusive learning culture across all environments.

5.7 All Staff

- Understand and contribute to the intent and implementation of the curriculum
- Role model positive behaviours and attitudes that support students' development
- Deliver personalised, inclusive, and safe learning experiences
- Contribute to assessment and planning in line with each student's goals and EHCP

5.8 Therapists and Clinical Staff

- Work collaboratively with education and residential teams to remove barriers to learning
- Deliver direct or consultative input that supports student progress and wellbeing
- Contribute to the development of personalised strategies and intervention plans

5.9 Students

- Engage actively with their personalised curriculum, both in structured sessions and wider learning opportunities
- Contribute to their learning journey through reflection, feedback, and goal setting
- Take increasing responsibility for their own progress, behaviour, and future planning
- Participate in enrichment, work experience, and community-based learning with support
- Act as role models for their peers and ambassadors for what young adults with SEND can achieve
- Help to challenge stereotypes and change perceptions through their conduct, professionalism, and public presence in workplace and community settings

5.10 Learning and Residential Support Staff

- Work alongside tutors and care staff to reinforce learning and promote student independence
- Support students during sessions, transitions, residential routines, and community activities
- Use strategies agreed through EHCPs, behaviour plans, and therapeutic input to meet individual needs
- Contribute to student progress through observation, encouragement, and informal assessment

5.11 Employers and External Partners

- Provide high-quality work experience placements that reflect real-world expectations
- Model workplace behaviours and support students to develop industry-specific skills
- Offer feedback to help students reflect on and improve their performance

6. Context and Curriculum Overview

Aurora Foxes is a specialist college for young adults aged 16–25 with special educational needs and disabilities (SEND), including autism, learning disabilities, and communication or processing differences. Students often arrive with varied prior educational experiences, and many face barriers in areas such as confidence, communication, independence, and social understanding.

We offer both residential and day provision. The residential model enables learning to take place 24/7, with opportunities to practise and embed skills through structured routines, supported living, and social experiences. Our day provision offers access to the same vocational and life skills curriculum, tailored to individual needs.

Aurora Foxes delivers a holistic curriculum that combines:

- **Vocational learning** in a real-life hospitality setting (Foxes Hotel)
- **Functional Life Skills** to support literacy, numeracy, communication, and digital competence

- **Preparation for Adulthood (PfA)** including independent living, community access, relationships, and employability
- **Personal Development and RSE**, delivered through timetabled and informal experiences
- **Therapeutic input** that supports regulation, communication, and wellbeing
- **Work experience** and employer engagement through trusted partnerships with national and local businesses

Students typically follow a three-year programme with a five-day structured timetable, combining theory, practical sessions, and embedded learning across all aspects of college life. Pathways and progression routes are shaped through robust initial assessment, EHCPs, and student aspirations.

Our curriculum is designed to address each student's barriers while building on their strengths. Learning is person-centred, responsive, and always working towards meaningful destinations: greater independence, access to employment, and a successful transition to adult life.

The curriculum is delivered through three core areas:

- Vocational Training
- Preparation for Adulthood (PfA)
- Functional Life Skills

7. Vocational Training

Vocational learning is at the heart of the Aurora Foxes curriculum. Students gain real-world employability skills through structured training and practice in our fully operational hotel, Foxes Hotel. This unique hospitality setting allows students to experience authentic workplace routines, interact with the public, and develop professionalism in a supported environment.

Our course structure takes place over three years. Students join Foxes and begin with a baselining period, lasting six weeks, during which they rotate through both Front of House (FOH) and Food Preparation (FP) departments. This baselining phase is used to recognise prior learning, assess individual strengths, and identify areas for development.

Following the baselining phase, students complete the remainder of their first year through the Pre-Vocational Course, which equips them with the essential skills and knowledge necessary to access a qualification pathway. During the third term, students complete summative assessments of the Pre-Vocational Course alongside initial qualification assessments to determine the most appropriate qualification level and vocational pathway for each student. Students are then enrolled on the relevant qualifications by their fourth term, if appropriate.

Students undertake structured skills acquisition within each department, allowing tutors and assessors to evaluate practical ability, learning needs, and vocational interests. Based on assessments, students are guided onto a personalised vocational pathway aligned to their interests, needs, and aspirations.

Pathways include:

- Front of House
- Food Preparation
- Multi-skilled Hospitality

Students work towards nationally recognised qualifications, including:

- City & Guilds Entry Level 3 Certificate in Introduction to the Hospitality Industry
- City & Guilds Level 1 Certificate in Hospitality
- City & Guilds Level 2 Diploma in Hospitality

- Level 1 Food Safety and Hygiene
- Level 2 Food Safety and Hygiene

All qualifications are structured around core units such as:

- An Introduction to the Hospitality Industry
- Customer Service
- Food Safety and Hygiene
- Working as Part of a Team

Optional units are selected to reflect the student's pathway and destination goals, providing flexibility and relevance.

Learning is supported by hospitality professionals, tutors, and student support staff. Expectations mirror those of the industry, focusing on attendance, punctuality, dress code, teamwork, and initiative. Assessment is ongoing and practical, with regular reviews and feedback used to build confidence, independence, and workplace readiness. Students also develop transferable skills such as communication, problem-solving, and resilience, vital for future employment in any setting.

8. Preparing for Adulthood

The PfA curriculum at Aurora Foxes is central to our mission of preparing students for adulthood. It is structured around the four national PfA strands:

- Independent Living
- Good Health
- Friendships, Relationships, and Community
- Employment

In Years 1 and 2, students follow a themed, block-based model across two weekly PfA sessions. Each 4–6 week block explores a real-world life skill such as safety, money management, relationships, or healthy living. These blocks combine practical activities, community experiences, and classroom learning, and are mapped to EHCP outcomes. Individualised SMART targets are developed with students; progress is tracked using the RARPA framework and measured using the Aurora 1-6 assessment scale.

Learning is embedded across environments: in residential houses, vocational settings, and the local community. For example, in Home Cooking industry standards are embedded including using the correct colour chopping board, practicing safe knife skills, wearing appropriate PPE, following good hand hygiene and kitchen safety.

This multi-context model promotes skill and knowledge retention, confidence, and independence.

In Year 3, students move onto a specialised pathway focusing on employability in weekly Employability & Transition (E&T) sessions. This includes learning how to search and apply for jobs, complete applications, prepare for interviews, and transition into supported or paid work. During this year, students also have the opportunity to work towards a nationally recognised City & Guilds Employability qualification, which formalises and celebrates their progress in key work-related skills such as communication, teamwork, and problem-solving.

Throughout the programme, students are supported to understand themselves, learn the skills required to live as independently as possible, advocate for their needs, and act as role models and ambassadors for what young adults with SEND can achieve.

Across the year groups students also attend a weekly tutorial session delivered by PfA tutors. These one hour sessions provide focused time to explore themes including:

- Healthy relationships
- Consent
- Online safety
- Mental health
- Contraception
- Personal safety
- Managing risk

Tutorial content is mapped to Key Stage 5 PSHE learning objectives and builds on RSE and safeguarding principles in a structured, age-appropriate format. Sessions are discussion based and inclusive, providing space for students to ask questions, reflect on their values, and develop the knowledge and confidence to make informed decisions.

Tutorials take place on PfA and E&T days and form part of the taught curriculum, complementing the practical and embedded learning that happens across the week.

9. Functional Life Skills

This strand supports the development of essential skills in literacy, numeracy, communication, and digital confidence, ensuring students are prepared for both everyday life and the world of work.

Functional Life Skills are taught through real-world, hospitality-based tasks that help students apply core skills in meaningful, industry-relevant contexts. These sessions integrate literacy, numeracy, communication, and digital skills with everyday life and workplace expectations.

This hospitality-focused approach ensures that Functional Life Skills are not only embedded across learning environments, but are also directly aligned with the expectations and routines of the hospitality industry; preparing students to be confident and capable in real work settings.

Students work towards nationally recognised qualifications in:

- Functional Skills English and Maths (at the appropriate level based on prior attainment)
- English Speaking Board (ESB) accreditation, focusing on oracy, presentation, and self-expression

A core element of this curriculum is the Work Ready, Life Ready (WRLR) programme. This structured personal development strand supports students to:

- Navigate life and work with confidence and resilience
- Use digital platforms safely and critically
- Understand employment rights and responsibilities
- Communicate with purpose and self-advocacy
- Explore Fundamental British Values and current social issues

WRLR is also mapped to the Key Stage 5 PSHE framework and complements both the PfA and RSE curriculum. It provides the space for students to reflect on their identity, choices, and goals, helping them build the knowledge, confidence and mindset to thrive beyond Foxes.

Teaching is flexible and responsive to current issues and student needs, allowing tutors to adapt content in real time to cover emerging safeguarding themes or community developments.

Our commitment to the English Speaking Board (ESB) qualification reflects our belief that confident communication is not only a core functional skill, but a powerful life skill. While Functional Skills Speaking and Listening focuses on everyday communication and interaction, ESB enables students to go further; developing structured oracy, presentation, and public speaking. These are essential attributes in hospitality and community life.

Through ESB, students practise speaking with purpose, audience awareness, and clarity; preparing them for interviews, customer service roles, advocacy, and leadership. We choose ESB because it celebrates student voice, builds pride, and provides meaningful recognition of oracy development through an externally validated, aspirational framework.

10. Personal Development, Health and Welfare (PDHW)

PDHW refers to the students' non-timetabled college days. These days are supported by support staff and provide structured opportunities for students to practise and embed the independence skills introduced during PfA.

PDHW follows a long-term overview that mirrors the themes and independence skills covered in PfA, ensuring that activities are purposeful, aligned and support ongoing progression.

Examples of PDHW include:

- Community visits and practical independence tasks
- Embarking on a Duke of Edinburgh Award
- Social and leisure activities designed to build confidence and wellbeing
- Practising daily living routines in authentic contexts
- Travel practice, money management and personal safety
- Participation in clubs, hobbies and wellbeing sessions

PDHW enables students to practise what they learn in PfA, while the hidden curriculum allows them to *live* these skills through daily interactions, routines and social experiences. Together, these create a coherent 24-hour learning model.

11. Careers and Work Experience

Careers-related learning at Aurora Foxes is fully integrated across the curriculum and is designed to embed aspiration, raise awareness of opportunities, and develop the knowledge, skills and attitudes required for employment. The careers programme supports all students to leave college Work Ready and Life Ready, with clear understanding of their strengths, pathways and next steps.

Careers Education, Information, Advice and Guidance (CEIAG)

Aurora Foxes provides impartial, meaningful careers education, information, advice and guidance throughout a student's time at college. All students attend individual appointments with the National Careers Service as part of their PfA or employability-focused learning. These sessions support students to explore their interests, strengths and areas for development, identify realistic pathways, and agree clear actions for progression.

Agreed actions are embedded into real-life learning contexts through vocational training, work experience and community-based activity. In their final year, students attend a second National Careers Service appointment focused on transition planning, exploring post-college support, employment options and access to ongoing careers services.

External Work Experience (WEX)

Aurora Foxes' external work experience programme is a core component of the College's CEIAG offer. The programme operates using a recruitment-agency model, enabling students to identify their skills, strengths and experience, and be carefully matched to appropriate and meaningful work experience placements.

External work experience placements provide students with first-hand experience of working in hospitality and related workplaces across the local and wider area. These placements enable students to consolidate, transfer and apply the skills developed through their vocational training at Aurora Foxes, supporting progression towards sustained employment outcomes.

Placements are personalised, supported and purposeful, helping students take a significant step towards becoming Work Ready and Life Ready when they graduate.

The objectives of the external work experience programme are to:

- Support students to understand the changing world of work and engage positively within the local community
- Facilitate meaningful encounters with employers, offering contrasting workplace environments to those experienced within the Foxes Hotel
- Develop the skills, attitudes and professional behaviours required for a successful transition into employment
- Raise the profile of Aurora Foxes within the local community and promote the value and impact of inclusive employment

Employer Engagement and External Partnerships

External partnerships enhance and strengthen the careers curriculum. All students have access to employer engagement opportunities including employer talks, themed careers events, workplace visits, mock interviews, employability masterclasses and Take Over Days.

In Years 1 and 2, students attend visits to partner employers such as Hampton by Hilton Airport and the Marriott Hotel in Exeter. These experiences broaden understanding of workplace expectations, roles and progression routes within hospitality and related sectors. External partners also contribute to staff CPD, ensuring curriculum delivery remains current, relevant and informed by industry practice.

Alumni Engagement

Aurora Foxes has an established alumni network that enriches the careers programme. Former students share their employment journeys, workplace experiences and transition stories, providing relatable role models and helping current students to understand achievable pathways beyond college.

Enterprise Advisor

The Enterprise Advisor provides strategic insight into employment and the labour market. They work closely with the Careers Lead and Senior Leadership Team to support the

strategic development of the careers programme, strengthen curriculum links to employment, and ensure students develop the skills and behaviours valued by employers.

Careers Link Governor

The Careers Link Governor provides oversight and strategic challenge for the College's careers provision. The role supports understanding of the quality and impact of the careers programme, monitors progress towards meeting and sustaining the Gatsby Benchmarks, and ensures careers education remains ambitious, inclusive and responsive to student needs.

12. Therapeutic Support

Therapeutic provision is a core element of the Aurora Foxes curriculum. It plays a vital role in enabling access to learning, develop independence in self-care, productivity and leisure, supporting emotional regulation, promoting communication, and building student confidence.

We have a dedicated onsite Therapy Team, including:

- Speech and Language Therapists (SALT) – supporting understanding and use of language, communication and interaction, social understanding and self-advocacy
- Occupational Therapists (OT) – supporting coordination, mobility, equipment needs, self care skills, sensory regulation, organisation, and independence in activities of daily living
- Thrive counsellors – providing structured emotional wellbeing support
- A Therapy Helpdesk – enabling staff to request tailored support or advice for individual students from either therapy on specific issues

Therapy input is integrated into both education, vocational and residential routines. It may take the form of:

- Direct 1:1 or small group sessions
- Indirect support and strategy-sharing with staff
- Attendance at curriculum planning, review, behaviour or safeguarding meetings
- Staff training

This multi-disciplinary support model enables a joined-up, person-centred curriculum. Therapists work in partnership with tutors and residential staff to embed communication, understanding, sensory, and emotional regulation strategies across the student day.

Therapeutic input is guided by EHCP outcomes, initial assessments, and ongoing observations, and may change as student needs evolve. This approach ensures that every student has the right support to make progress, participate meaningfully, and prepare for adulthood.

13. Teaching and Learning Approaches

At Aurora Foxes, teaching is designed to be inclusive, purposeful, and rooted in real-world relevance. We adopt a range of evidence-informed strategies tailored to the needs of young adults with SEND. These include:

- **Experiential learning** – learning by doing, often in authentic settings such as the hotel, residential homes, and the local community
- **Scaffolded instruction** – using visual aids, modelling, and structured steps to build independence

- **Repetition and reinforcement** – essential for skill retention and confidence
- **Metacognitive approaches** – encouraging students to reflect on their learning, set goals, and build self-regulation skills
- **Personalised planning** – lessons are planned and differentiated based on baseline assessment, EHCP outcomes, and student voice
- **Responsive curriculum design** – content is adapted in real time to reflect current events, safeguarding themes, and emerging student needs

Learning is further supported by therapeutic strategies, consistent routines, and cross-context delivery. We value curiosity, communication, and confidence-building in every learning interaction.

All staff use Strategy Support Cards consistently across hotel, home, community and classroom settings. These cards are evidence-informed teaching strategy tools designed to support accessibility and build independence.

The Strategy Support Cards provide:

- Clear, simple guidance on effective teaching/support approaches such as:
 - Pre-Teaching Vocabulary
 - Chunking Tasks
 - Modelling
 - Prompting (least-intrusive first)
 - Repetition and Reinforcement
 - Encouraging Metacognition
- Strategies that help students understand, remember and practise skills more successfully
- Consistent scaffolding approaches that staff use across all environments
- Practical prompts to promote independence

Strategy Support Cards are a distinctive feature of curriculum implementation at Foxes.

14. Enrichment and the Hidden Curriculum

Enrichment supports students' personal growth, confidence and wellbeing through activities, clubs, events and opportunities that broaden experiences beyond the formal curriculum.

The hidden curriculum refers to the informal, unplanned learning that occurs through daily living at Foxes - social interactions, routines, community participation, friendships, teamwork, resilience, and the culture of the college.

This implicit learning complements the structured PfA curriculum and the applied learning of PDHW, helping students develop confidence, social understanding and independence in natural contexts.

15. Impact

The impact of the Aurora Foxes curriculum is reflected in the growing independence, confidence and employability of our students. We evaluate impact through multiple measures to ensure progress is meaningful, personalised and aligned with long-term adult outcomes.

How We Measure Impact

- **EHCP Outcomes:** progress towards annual and long-term goals, regularly reviewed.
- **RARPA:** structured assessment of personalised progress for non-accredited learning.
- **Qualifications:** achievement in City & Guilds Hospitality, Food Hygiene, Employability, ESB and Functional Skills
- **Vocational Competence:** supervisor feedback, task independence levels, professional behaviours.
- **Independent Living Skills:** increased ability to manage routines, self-care, safety and decision-making.
- **Community Participation:** confidence in travel, budgeting, social interactions and safe community access.
- **Work Experience Success:** internal and external employer feedback, readiness for work, sustained engagement.
- **Destination Data:** movement into employment, supported internships, further education and/or independent/supported living.
- **Student Voice:** reflections on confidence, wellbeing, goals and personal growth.

What We Expect to See

By the end of their programme, students demonstrate:

- Increasing independence across home, hotel and community settings
- Improved communication, self-advocacy and emotional regulation
- Stronger resilience, problem-solving and self-management
- Readiness for employment, supported internships or further training
- Clear understanding of themselves as young adults with aspirations and choices

Impact is reviewed termly and annually to inform curriculum planning, intervention, staff development and strategic improvement.

16. Monitoring and Review

This policy is reviewed annually to ensure its relevance and effectiveness.

17. Glossary of Key Terms

EHCP – Education, Health and Care Plan: A legal document outlining the support a young person with SEND requires to meet their educational, health, and social needs.

RARPA – Recognising and Recording Progress and Achievement: A five-stage assessment process used to track progress in personalised, non-accredited learning.

WRLR – Work Ready, Life Ready: A strand of the curriculum that develops students' personal, social, and workplace readiness through PSHE-aligned learning.

PfA – Preparation for Adulthood: A framework supporting young people with SEND to transition into adult life, covering four strands: Independent Living, Good Health, Employment, and Friendships, Relationships and Community.

SALT – Speech and Language Therapy/Therapist: Specialist support to develop communication, social interaction, and expressive language skills.

OT – Occupational Therapy/Therapist: Support that focuses on sensory processing, motor skills, and strategies for independence and self-regulation.

ESB – English Speaking Board: A qualification awarding body used at Foxes to develop and assess oracy, confidence, and presentation skills.

PDHW – Personal Development, Health and Wellbeing: A core element of the curriculum focusing on social learning, life skills, health, and RSE.

DSL – Designated Safeguarding Lead: The senior staff member responsible for overseeing safeguarding and child/adult protection in the college.