



Local Procedure Title	Curriculum Intent
Service	Aspris Telford School
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Local Procedure Author(s)	Clare Davis - Headteacher
Local Procedure Ratification	Scott Preston – Regional Director

1. School context and rationale underpinning the curriculum

The statements above summarise our whole school approach in a clear and memorable format. As context for our way of working, it is important to recognise that our students have experienced challenges in accessing education before admission to our school. Examples of these challenges include:

- Sensory intolerance (trauma or ASD related) to noise, crowded spaces and school uniform leading to extreme anxiety around school attendance.
- Inability to comply with adult instructions (PDA & ODD traits) leading to frequent conflict and high-level consequences including exclusions.
- Adverse Childhood Experiences resulting in trauma responses e.g. hypervigilance and fight, flight, freeze responses.
- Difficulty empathising and interacting with others (Attachment Disorder, ASD) leading to isolation, conflict with peers and/or bullying.
- Poor mental health related to SEN and/or lived experience leading to self-harming behaviours and suicidal ideation.
- Extended periods of non-attendance, significant gaps in learning and low self-esteem around their ability to learn and find their place in society.

2. Philosophy / Pedagogy

Attachment, Resilience, Confidence

Underpinning our curriculum is a commitment to enabling attachment, growing resilience and building students' confidence in their ability to succeed in education and beyond. To support this journey, the school is committed to embedding a Trauma Informed approach using knowledge of attachment theory and child development to support healthy social and emotional development. Awareness of PACE underpins our holistic approach to curriculum delivery within a safe learning environment with high emphasis on:

Playfulness

- A light-hearted, relaxed and playful attitude to help the child feel connected and experience fun and warmth.

Acceptance

- Acceptance of the child's self beyond their behaviours or achievements is very important. It is important to make the child aware that it is certain behaviour that is unacceptable not them as a person. The child needs to feel liked and accepted for who they are.

Curiosity

- Figuring out what is going on. Understand the meaning behind the behaviour.
- Wondering about and with the child to make best guesses about their inner experience.

Empathy

- To understand a child's needs, we aim to "step into their shoes".
- Empathy supports validation of an individual. It is ok not to agree with their feelings and opinions, but by listening without judgement we support them not to express and recognise their feelings.

At Telford, we strive to provide a broad, balanced, and relevant curriculum for all our students, with reference to the Independent School Standards, Ofsted's framework, the National Curriculum Programmes of Study and Functional Skills specifications. We have high expectations of our students; encourage their aspirations for the future and lay bespoke pathways for them, valuing vocational routes as highly as academic. Motivation grows with access to a curriculum built on individual needs, interests and aspirations. Partnership working is a strong theme, with students accessing specialist tuition and instruction (e.g. in Art, horse-riding, boxing and outdoor activities) and work experience placements.

Our team of qualified teachers offers a range of specialisms and has opportunities to undertake training to maintain up to date knowledge of subject content and of SEN teaching methodology. Plans and resources are adapted to

support and to challenge without risk. Students are empowered because they have a voice and a choice in every aspect of their learning journey. EHCPs provide the starting point for chosen pathways and for setting targets in Individual Education Plans (IEPS). These are agreed as part of a APDR process with involved professionals, parents/carers and the student.

Our school curriculum provides age and stage appropriate experience in: English, Mathematics, Science, PSHE, Citizenship and RSE, Vocational studies, History, Humanities (topical and thematic), Physical Education, Food Preparation, Art, Craft, Life Skills with related educational visits.

Our pedagogy is reflective. Familiarity with the 5-minute lesson plan and use of the FADE (Focus, Analyse, Develop, Evaluate) template for observation and feedback supports teachers to reflect on what, why and how and to adapt and improve delivery.

3. Delivery of the curriculum

The School Day


The school day starts at 8:55am, finishing at 2:55pm (12.30pm on Fridays) and includes a morning and a lunchtime break. On admission, transitional timetables can be agreed with LAs and families to support a reintegration to school life – for some this can be a lengthy process. During mental health or other setbacks, transitional timetables may be agreed in consultation with parents/carers and other professionals including Local Authority case workers and social workers to support the student's wellbeing and to avoid further disengagement from education.

Aspris Telford School operates a continuous learning environment recognising the importance of social and situational learning. From morning greetings and tutor check-in, through timetabled lessons, during corridor catch-ups, and lunchtime games to check-out at the end of the day, our young people are supported to develop their ability to self-regulate and to engage successfully in social situations.

Organisation of teaching groups

Students are taught in small groups or 1:1, depending on individual SEMH & other learning needs and agreed targets and provision. Our Daily Plans remain flexible with staff giving regular feedback on the effectiveness of groupings for activities or lessons. We are responsive to changes in group dynamics, understanding that some of our students have difficulties working alongside others. Whatever their agreed learning and support package with us, all students can access one-to-one support from identified key adults when required.

A two-phase curriculum

 Emotional	Attachment	Resilience	Confidence
	Curriculum Content		
Forge Cycle 2 May prepare and sit Level 1 & 2 BTEC Vocational (not KS3)	A2 WT BTEC Level 1 Vocational	BTEC Vocational chosen unit	
Forge Cycle 1 AQA Awards (higher challenge) May prepare and sit ELFS 2-3 BTEC Vocational (not KS3 age)	Mathematics English		
Bridge Cycle 2 Building trust with the wider staff Access learning linked to interests and beyond Filling gaps in learning Achieving 1 or more AQA awards (low challenge) May prepare and sit ELFS 1&2 in Maths	Careers Life Skills PSHE		
Bridge Cycle 1 Transition back to school setting Form key relationships Identify interests (hooks) Identify gaps in learning Achieve 1 or more AQA awards (low challenge)			

When a student joins the school, we consider available prior attainment data and any specialist assessment documentation as well as establishing a baseline within their first term, using teacher assessment, past papers where appropriate, WRAT 5 and/or elements of the GL Assessment package. The baseline picture, as well as LTOs from EHCPs, decide which is the appropriate phase for each curriculum area for the individual.

The intent of our **Bridge curriculum** is to address gaps and provide a solid foundation in numeracy and literacy, enabling access to a broad curriculum and to essential general knowledge and cultural references to support inclusion. Whilst age associated classifications are not generally useful for our students, for benchmarking purposes this phase can refer to National Curriculum descriptors for Key Stage 3 and sometimes Key Stage 2 where a significant delay in learning has occurred. Carefully pitched content is delivered in a spiral curriculum to allow for retrieval and long-term recall. The Entry Level 1 & 2 Functional Skills specifications for English and Mathematics provide a simple framework for students in this phase but are not over-emphasized as an endpoint. Two cycles of content can be delivered in the Bridge curriculum phase. These cycles may be necessary to cater for the 'spiky' pattern of progress for our students where SEMH impacts academic progress at different times. In some cases, a student who has progressed to the Forge phase may experience a setback and need to revisit elements of the Bridge curriculum in one or more areas.

Example breakdown of timetabled hours:

English 4
Guided Reading 1
Mathematics 5
Science 3
History / Geography / RS 3
Careers 1
PSHE 1
PE / D of E 4
Food Preparation 2
Art 2
AQA topic 1
Intervention / Life Skills 1

The **Forge curriculum** suits those students who are developing the resilience and confidence to work towards higher level accredited qualifications, including Pearson Edexcel Functional Skills – Entry Level 3 and Levels 1 & 2. The Forge curriculum is designed to prepare students for their next steps in education with a Vocational pathway available to all KS4 & 5 students.

Example breakdown of timetabled hours:

English 4
Guided Reading 2
Mathematics 5
Science 2
PSHE 1
Careers 1
Food Preparation 2
Vocational (includes Art, Construction Skills, Music Skills) 5
Life Skills / Intervention 2
PE / Outdoor enrichment activities 4

4. Post 16 curriculum

At post-16 our focus is on preparation for adult life with an emphasis on accessing further education, training, or employment and being able to live independently. Post 16 students may access the Bridge or Forge curriculum

depending on their prior experience of education and ability. Individualised programmes enable our Post 16 students to continue a course of academic or vocational education.
5. Outcomes and Qualifications supported by the curriculum
<p>Both Bridge and Forge phases include a focus on supporting progress towards academic and holistic targets set in IEPs and PEPs where these are in place. These may be related to developing 'soft skills' and strategies for managing behavioural or social difficulties related to SEN. Progress in SEMH is measured using an SEMH tracker, and/or SDQ (Strengths and Difficulties Questionnaire).</p> <p>As part of the Bridge curriculum student can work towards small step AQA Unit Awards and also prepare for Entry Level 1-3 Functional Skills in English and Maths. For those who express an interest in formalising their progress, gaining a certificate can represent a positive boost to self-esteem. The Forge curriculum leads to Pearson Edexcel Functional Skills Levels 1 & 2 in English and Maths. BTEC Level 1 Introductory courses are also offered for students of KS4 and KS5 age. Where a student's academic ability suggests that they can access GCSE courses, teaching towards these qualifications can be arranged.</p> <p>Progress towards outcomes is reviewed by teachers and leaders at staff meetings, by governance colleagues at termly review meetings, by external professionals at PEP, Annual Review, CLA review and IEP reviews. The school is committed to a continuous reflective process ensuring that content and delivery specifically target areas where key knowledge and skills need to be taught or reinforced.</p>
6. Opportunities for work related learning, independent CEIAG and reference to the Gatsby Benchmark
The school has a dedicated member of staff for CEIAG. All students benefit from timetabled careers sessions and have access to planned careers activities throughout the year, including sessions of independent pathway and careers advice. (See further detail of Careers Curriculum below).
7. SMSC, FBV, PSHE, Citizenship and Relationships and Sex Education
<p>The PSHE and Citizenship curriculum is developed with reference to PSHE Association planning and teaching resources. In addition to discrete weekly PSHE lessons, personal development through attachment and resilience to confidence is a thread running through school life. Due to the nature of their needs, some of our students find understanding and accepting difference challenging and have improving social skills and tolerance towards others as a long-term target in their plans. The school acknowledges its duty to actively and explicitly promote the teaching of respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). Negative comments which refer to protected characteristics are always challenged and impact discussed with our students.</p> <p>Increased familiarity with the characteristics and associated laws are achieved through targeted sessions in tutor sessions throughout the year, sometimes with reference to calendared focus days.</p> <p>Relationships and Sex education is an integral part of PSHE and is taught in line with DfE guidance, tailored to meet students' needs and ages. Parents/carers and students are consulted before an annual module of R&S Education is delivered. Personal Development needs are monitored closely and supported by appropriate therapeutic input.</p>
8. The role of SLT & Curriculum Lead
The Headteacher leads on QA of the Curriculum and Teaching & Learning. For all subjects the school has set out its intent (see below) and subject documentation for short, medium, and long-term planning, teaching strategies and resources, assessment arrangements, and safety considerations (for example for practical subjects where risk assessments are required).
9. The role of Subject Leads
Subject Leads are responsible for monitoring and evaluating planning, teaching and student outcomes for their subjects. At curriculum meetings Subject Leads work collaboratively to consider the contribution each subject makes to the whole school curriculum. By setting priorities for improvement and following up on these, Subject Leads contribute to whole school improvement.
10. Quality Assurance of the Curriculum
To ensure continuing development of our Curriculum, the SLT review planning and delivery (Teaching & Learning) regularly to ensure that provision is up to date, in line with national requirements (see Appendix 1) and continues to

meet our students' needs. Curriculum meetings with Subject Leads take place regularly. Review and quality assurance happen through scheduled learning walks, observations and book looks. [Telford QA schedule 2024-25.docx](#)

All members of staff are encouraged to research resources and to make suggestions for curriculum budget spend based on professional review and evidence of effectiveness. All members of staff are encouraged to observe teaching in different settings, including but not exclusively in other Aspris schools.

Senior governance colleagues (Regional Director and Quality Improvement Lead) review policy and procedure related to curriculum and are invited to observe teaching and learning during visits to site. Updates regarding development of and the impact of the curriculum are provided to governors at termly governance meetings.

11. Training related to the Curriculum

Through the PDR process, the Headteacher identifies areas for development and ensures that teachers and teaching assistants have access to training which enhances the quality of the school's curriculum offer. The school subscribes to the National College and teachers can find relevant webinars and courses to enhance their knowledge here. All staff will receive additional S,L & C and TIS training by July 2025.

12. Process of review for this Curriculum Procedure

This Curriculum Procedure will be reviewed in July 2025.

The success of this procedure will be evidenced in concrete progress in Curriculum development demonstrated in the School Development Plan, Evaluation Framework and in a range of Curriculum specific documents including Subject Overview statements, Schemes of Work, as well as in student work and assessment data. This evidence will be scrutinised internally as well as through robust governance.

The quality of this procedure will also be considered externally in professionals' meetings (e.g. during consultation for placement, PEP meetings for CLA and Annual Reviews of EHCPs) which check that the curriculum offer is fit for purpose.

Curriculum Intent by Subject

English Curriculum Intent

English National Curriculum Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy, by equipping pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn - they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

DfE English Programmes of Study, September 2013

Aspris Telford Curriculum Intent:

See separate Rationale Documents for English pathways [Rationale](#)

At Aspris Telford, we intend for all pupils to experience an inspiring, language-rich and motivational English environment. We aim to foster a love of books and reading, alongside a positive culture of writing, for a variety of purposes and audiences and across all subjects within our broad curriculum.

Many of our students have come to us following large gaps in their education, we begin by baselining to ensure that they will follow the correct pathway for them, ensuring that they are supported in their reading, writing, speaking and listening skills.

Our intent is for every child to leave our school as independent communicators, with the confidence and skills required to read and write fluently. They will be thoroughly prepared in functional applications of English and fully equipped for the next step in their educational journey.

Mathematics Curriculum Intent

The overarching aim for Mathematics in the National Curriculum is to **enable pupils to understand its importance to everyday life**. It is a creative and highly inter-connected discipline, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. High-quality mathematics education therefore **provides a foundation for understanding the world**, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and **a sense of enjoyment and curiosity** about the subject.

The national curriculum for Mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

DfE Mathematics Programmes of Study, September 2013

Aspris Telford Curriculum Intent:

At Aspris Telford our mathematics curriculum takes into account the barrier of low self-esteem which our students experience due to significant gaps in their learning. We incorporate cross curricular elements and relate maths to real life experiences – offering a Functional Skills curriculum pathway for the majority of our students. On admission, students will begin to access mathematics through low-risk games and fun activities before brief baseline assessment activities are introduced. Students benefit from a variety of teaching strategies that include; written, verbal, visual, auditory and kinaesthetic elements. The school uses White Rose resources to provide a framework of stimulating and up to date resources in lessons.

Our intent is for every child to fulfil their potential and to be able to confidently apply their mathematical knowledge and understanding in real life situations e.g. successful shopping transactions and understanding bills. We aspire to equip our students with a solid foundation of mathematical skills which will enable progression into future education and employment.

Science Curriculum Intent

The national curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry, and physics.
- Develop understanding of the nature, processes, and methods of science through different types of science enquiries that help them to **answer scientific questions about the world around them**.
- Are equipped with the scientific knowledge required to **understand the uses and implications of science**, today and for the future.

DfE Science Programmes of Study, September 2013

Our Intent is that every student at Aspris Telford school is enabled to question and explore the world around them with scientific curiosity. Students come to us with significant gaps in their science education, and are encouraged, during their time here, to develop an interest in science, to recognise different types of scientific enquiries, including practical activities, and begin to understand how to answer scientific questions.

The subject gives opportunities to compare living things, materials and objects and consider how to sort and group these. Learning to observe change over time and to notice patterns and relationships is key.

Science lessons support students in the use of measurements and equipment (within the limits of available resources) to carry out simple tests, record data and conclusions and discuss what they have found out. With support the students should be able to record and communicate their findings in a range of ways and begin to use simple scientific language.

Our curriculum gives students the opportunity to:

- Develop scientific curiosity and a desire to understand the world around them.
- Develop an identity in science that connects with their own experience – which areas sparks their interest?
- Build enthusiasm and confidence through practical learning experiences.
- Practise giving meaningful feedback on what they learn.
- Develop independent learning through choosing and exploration.

History Enrichment Intent

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as **continuity and change, cause and consequence, similarity, difference and significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Aspris Telford History Intent:

Our aim at Aspris Telford is that students gain a sense of the passing of time and the development of human history. They will understand common terminology related to history and develop a secure understanding of features of different time periods. They should understand how human knowledge and progress have developed over time and be able to identify beliefs and practices that are now outdated and relegated to their place in history. Our intent is that pupils see history as learning, making mistakes, and relearning in order to improve our experiences over time.

Pupils come to Aspris with significant gaps in their learning which prevent them being able to formulate links between chronological time periods and to fully understand their own place in time. They may have been exposed to terminology related to different time periods, for example: "The Victorians" but have no bigger picture or

understanding of how they relate to other time periods. Our pupils will leave Aspris with a secure understanding of The Human Timeline which will enable them to engage confidently in day today interactions as these periods, and features thereof, are referred to. They will learn about similarities and differences in different time periods and the way certain groups moved around the globe over time. They should use a wide vocabulary of everyday historical terms. They should be able to use empathy to discuss people's frame of reference at different time periods, ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Every child will begin their time at Aspris with creating a world human timeline which can be referred back to as they learn in more depth about local, British and world history. We will then combine overview and depth studies, which can be catered to specific interest and needs. History at Aspris helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We seek to ground our young people in their place and time through understanding of what came before them.

There are two strands of focus for our history curriculum:

- A chronological overview of human history leading to today and an understanding of key historical ideology and vocabulary
- That history is about learning, making mistakes and building back stronger to progress.

PSHE Curriculum Intent

Personal, Social, Health and Economic (PSHE) education is a subject through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

The national curriculum for PSHE aims to ensure that all pupils:

- *Equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.*
- *Examine drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*
- *support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society*
- *Schools are free to include subjects or topics of their choice in planning and designing their own programme of education for PSHE to reflect the needs of their pupils.*
- *RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.*
- *enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.*
- *understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.*

2021 DfE PSHE/Relationship and Sex Educations (RSE) Programmes of study, 13 September 2021

Aspris Telford Curriculum Intent:

PSHE education at our school seeks to empower students with knowledge, skills and understanding to prepare them to play a full and active part in public and democratic life. Whilst giving the pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe in modern Britain. As active and informed citizens they will be equipped to overcome societal barriers.

PSHE is divided into three key themes of Health & Wellbeing, Relationships and Living in the Wider World. The school has a spiral approach enabling revisiting and deepening knowledge and understanding.

Our intent in delivering RSE is for our students to develop the ability to understand what a healthy relationship is and how to develop these with peers. We encourage respect and responsibility in friendships and more intimate relationships. We support our students to recognise the risks and issues in society, including on-line. The focus of sex and relationships education must be to equip children and young people to make safe choices, navigate the online world with a critical eye and help them to understand where to go for support.

Careers Curriculum Intent

At Aspris Telford school we aim to provide our students with the opportunity to achieve their full potential and be prepared for post 16 transition and adulthood. Aspris Telford School's careers curriculum follows guidance from the Gatsby benchmarks of good career guidance, the national body for Personal, Social, Health and Economic (PSHE) education and Preparing for Adulthood (2017). The careers curriculum covers the following areas: Economic wellbeing, Personal development, Employment rights and responsibilities, Educational visits, Work and voluntary experience, Post 16 options, Guest speakers, Personal guidance and learning from the career and Labour market. As we aim to implement a progressive careers curriculum, we are also aware of the nature of the students SEMH needs and work with the students to find ways to overcome these barriers.

Components of the Career's curriculum in further detail:

Economic wellbeing: Aspirations, work and career (having present and future financial security).

For the student to learn about the World of work and the reasons as to why people work, whilst preparing the student for work. The student will be prepared for the world of work through learning about why people work, skills/qualities needed within employment, how to search for jobs/courses and how to prepare for an interview. The student will research opportunities available and different pathways that are available: College, apprenticeship, T levels and university. Through researching different areas of work the learner will discover their own aspirations. The student will gain an understanding of the importance of having skills such as communication, teamworking and negotiation and how those skills can improve their career prospects. There will be a focus on stereotypes in the workplace and exploring issues such as the gender pay gap.

Personal development

Students to learn how to set themselves SMART targets. Students will set themselves a date to review their target and on the set date, they will review this target. As this will encourage the students to continue their personal and professional development as they begin to understand the importance and benefits of being a lifelong learner (L6). Students to find AQA unit's that match their career prospects, taking the initiative to further develop their skills and knowledge. This certificate can then be added to a file to start building a portfolio of evidence for the student to use when applying for work in the future.

Students' progress will be reflected in their books and parents/carers will be contacted with a monthly report on the students' progress.

Employment rights and responsibilities

Students to research and learn about their employment rights and responsibilities to prepare them for the world of work.

Educational visits

Students will be provided educational visits from a variety of settings, to provide the students with a better insight of the world of work and in return help the student discover their career aspirations.

Work/ voluntary experience

Students will be supported to apply for work/ voluntary experience. This will help build up skills and experience to put on the students' CVs.

Guest Speakers

Visits from different professionals to talk to the students about their line of work and how they got into this line of work. The students will plan prior to the visit questions they wish to ask the professional and then whilst the professional is there to ask these questions, interact (promoting social skills) and make notes.

Personal guidance

The careers lead will support the students with any queries and help promote their progression. The careers lead will be available for one-to-one sessions with the students to ensure their individual needs are being met and that the student is keeping on track with their learning and development. The careers lead will personalise lessons at times to suit the student's progression ensuring it links in with the student's individual aspirations.

Learning from the career and labour market

The students will be looking into employment trends for example, 92% of employers are more focussed on soft skills compared to hard skills. The only difficulty is getting your soft skills across well on a CV or within an interview (LinkedIn, 2022). Students will explore the world of work from the past, present and future and discuss how the world of work has changed over the years. The student will look at if their career aspiration will be a career that will still be available in the future or if it is a dying out career and if it will fund the cost of living and some luxuries. The students will learn about different salaries for different jobs and investigate the option of doing an apprenticeship where they will get paid whilst they are training.

BTEC Vocational Curriculum Intent [BTEC Vocational Intent 2024-25.docx](#)

Aspris Telford Curriculum Intent:

For students in Key Stage 4 & 5, it is essential to consider their future pathway and provide a curriculum which helps prepare them for next steps in their education.

The BETC Introduction to Vocational Studies suite offers skills-based qualifications designed to help learners develop the personal and social skills needed to help them to progress to independent living, future employment or further vocational study.

These qualifications (Award, Certificate and Diploma) are credit-based, consisting of individual units of assessment, each with an assigned level and credit value attached. Students can choose modules of interest and relevance to them. Following this course gives the student a qualification but also a sense of self-worth and achievement, supporting them to move onto higher education.

The aims to ensure that all pupils:

- Gain Digital skills through completion of units.
- Develop deeper knowledge of subject chosen.
- Develop confidence in one's ability to achieve.
- Gain a qualification giving them a sense of achievement towards life skills and employability.

The subject gives students the opportunity to:

- Explore their curiosity in chosen vocational areas.
- Develop their adult identity in learning practical skills for the workplace.
- Learn independently through applying self-regulation skills.
- Gain a qualification giving them a sense of achievement towards life skills and employability.

Craft and Art Enrichment Intent

Craft sessions in school allow for fun, creative, relaxing & therapeutic experiences in line with a TI approach. Students with sensory needs and sensitivities can explore different textures and materials. The Crafts Council explains that, 'craft develops haptic and fine-motor skills that are important throughout our lives. Craft develops skills that are applicable across the curriculum, including oracy, maths, science and spatial skills. Craft techniques help to develop understanding of abstract concepts through practical learning. Craft provides learners with alternative methods of communication – making can articulate feelings, reactions, and ideas ... Practical learning is essential for the wellbeing and development of young people for whom education is increasingly screen-based'.

Art sessions are taught by a qualified art teacher at their studio where students have access to specialist resources and variety of media to develop their artistic skills. Students can work towards Arts Award qualifications which are designed to inspire learners aged 25 and under to grow their arts and leadership talents. Most of all, they aim to

support and encourage learners of all levels and abilities and from all backgrounds and cultures to engage and participate in the arts. From the initial Arts Award Discover level, all the way through to Gold Arts Award, these qualifications offer a variety of ways to approach creative and wider skills development, that can be tailored to the centre, adviser and learners. Through Arts Award, learners will achieve a national qualification that will build confidence through nurturing their individual interests, while also equipping them with life skills that will support their education and future employment. To achieve their Arts Award, learners take on challenges in an art form, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others. They create a portfolio to keep a record of their creative work and progress along the way, and they are supported by an adult, who has trained as an Arts Award adviser and acts as an assessor, facilitator and mentor. Arts Award is designed as a flexible, personalised learning programme in which those taking part have choice and control.

Food Preparation Enrichment Intent

Our Intent is for Aspris Telford students to learn basic principles of nutrition and healthy eating through their Food Preparation and theory sessions. Choosing food, budgeting and preparing food safely for themselves and others are essential life skills for our students. Throughout their time at school, we aim to develop independence in preparing food learning through practical participation. We also encourage our students to learn about and develop an interest in foods from a variety of cultures. Students also learn to evaluate the food they have prepared, considering their own opinions and whether others enjoyed their food and if they would change anything about their dish.

For some students, taking part in food preparation is a therapeutic experience which supports their sensory needs. For these students, sessions may sit outside a curriculum and be offered as needed to support regulation.

In our planning and delivery we refer to the National Curriculum document which states:

‘As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Throughout Key Stages 1 -3 pupils should be taught to:

- *use the basic principles of a healthy and varied diet to prepare dishes*
- *understand where food comes from*
- *understand and apply the principles of a healthy and varied diet*
- *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*
- *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed*
- *understand and apply the principles of nutrition and health*
- *cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet*
- *become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]*
- *understand the source, seasonality and characteristics of a broad range of ingredients*