

Trinity Specialist College

Curriculum Policy



Policy reviewed	5th November 2025
Date for next review	5th November 2026
Signed by Chair of Trustees	

Introduction

Trinity Specialist College educates learners aged 16–25 with Education, Health and Care Plans (EHCPs), offering a flexible, differentiated curriculum tailored to individual needs. At the heart of our approach is a personalised, responsive curriculum that adapts to the unique strengths, needs, and aspirations of every learner, ensuring they thrive both in college and beyond.

The college is committed to nurturing the ongoing development of functional English, maths, and communication skills as foundational elements of each learner’s journey. Our curriculum inspires creativity and cultivates essential life skills, empowering learners to make healthy lifestyle choices and participate in regular physical activity. We provide meaningful opportunities for community engagement, access to accredited qualifications, and real-world work experience—all designed to enhance social confidence and independence.

Central to our curriculum design is the *Preparing for Adulthood Framework*, which guides the development of learner outcomes across four key areas: **Good Health, Independent Living, Friends, Relationships and Community, and Employment**. Learners work towards long-term goals in these domains through a combination of accredited programmes and non-accredited pathways using the RARPA (Recognising and Recording Progress and Achievement) approach. This ensures that every learner—regardless of their starting point—receives a curriculum that is meaningful, aspirational, and aligned with their future ambitions.

Curriculum Entitlement at Trinity Specialist College

At Trinity Specialist College, our curriculum is designed to empower learners with the knowledge, skills, and confidence they need to thrive in adulthood. We offer four distinct pathways, each tailored to support individual aspirations and prepare learners for meaningful destinations beyond college.

Pathway to Employability

This pathway focuses on developing vocational skills and preparing learners for the world of work. It includes practical experiences and personalised support to help learners build confidence and independence in employment settings. **Typical destinations include:**

- Supported living arrangements
- Volunteering and work experience
- Supported Internships
- Inclusive Apprenticeships
- Paid employment

Pathway to Independence

This pathway supports learners in building essential life skills, promoting autonomy and self-confidence in everyday living. It is ideal for those aiming to lead more independent lives within supported environments. **Typical destinations include:**

- Social care placements
- Community-based activities
- Supported living arrangements
- Volunteering and work experience

Pathway to Community

This pathway encourages active participation in community life, fostering social inclusion and personal development. Learners are supported to engage meaningfully with others and access community resources. **Typical destinations include:**

- Social care placements
- Community-based activities
- Support from a personal assistant

Post 16

The Post-16 curriculum is designed to support learners in developing the confidence, skills, and independence needed for adult life. Through a personalised and inclusive approach, learners are guided to build independence in everyday life and decision-making, gain entry-level qualifications tailored to their abilities and aspirations, access meaningful work experience and volunteering opportunities within the community, develop social, communication, and employability skills in real-world settings. **Typical destinations include:**

- Further education pathways
- Volunteering

Curriculum Intent

The college intends to:

- Create clear learning pathways
- Align learning with local/regional needs
- Consider learners' starting points and aspirations
- Foster inclusive, motivating environments
- Support behaviour, sensory and therapeutic needs
- Promote Preparing for Adulthood outcomes
- Sequence learning for progression
- Encourage personal development, employability, and enrichment

- Engage parents, carers, and professionals
- Monitor teaching quality and learner progress
- Promote Careers, Information, Advice and Guidance (CIAG) and support smooth transitions for learners
- Develop relevant maths and English skills tailored to individual needs
- Strengthen soft skills such as communication, teamwork, and resilience
- Foster empathy and sensitivity to the needs of others
- Promote social inclusion and celebrate diversity
- Recognise and record learner progress and achievement
- Ensure accreditation aligns with learners' skills, levels, and abilities
- Encourage active involvement and provide support and feedback for parents, carers, and professionals
- Serve as a reliable source of information and guidance for all working with learners
- Support and reinforce knowledge and skills linked to Education, Health and Care Plans (EHCPs)
- Monitor and enhance the quality of teaching and learning

Curriculum Implementation

This will be implemented by:

- Delivery of mandatory training for staff, including subject-specific development to ensure expertise and consistency
- Empowering staff to present key concepts clearly and foster meaningful discussion to deepen learner understanding
- Supporting memory retention through strategic repetition and tailored learning techniques
- Sequence the curriculum to build logically on learners' prior knowledge, skills, and experiences
- Use progress tracking and assessment to inform future teaching and set purposeful learning outcomes
- Design and provide personalised resources that meet individual learner needs
- Apply effective marking and constructive feedback to guide improvement and celebrate achievement

Curriculum Impact

This will be measured by:

- Evidence of meaningful learning and the development of relevant skills
- Successful attainment of qualifications and accreditations where relevant
- Progress that reflects each learner's individual pace and personal learning journey

- Acquisition of essential knowledge, personal growth, positive behaviours, and life-ready skills
- High-quality learner output that aligns with their abilities and potential
- Readiness for the next stage in education, employment, or personal development
- Learners confidently transitioning to their chosen destinations and future pathways

Multi-Disciplinary Curriculum Input

For learners with therapeutic needs central to their development and well-being, the curriculum is enriched through input from visiting professionals. This collaborative approach enhances readiness to learn and supports holistic development through:

- **Speech, Language and Communication Assessments** to identify and support communication needs.
- **Behaviour Support Plans** to promote effective learning strategies.
- **Physiotherapy Assessments** to maintain and improve physical health.
- **Occupational Therapy Assessments** to address sensory and learning needs.
- **Music Therapy** to support emotional regulation, relaxation, and anxiety management.
- **Specialist Aids and Equipment** to promote autonomy and independence.

Curriculum Outcomes

Curriculum outcomes are structured into three tiers:

- **Destination Outcomes:** Long-term goals aligned with the *Preparing for Adulthood Framework*.
- **Long- and Short-Term Outcomes:** Specific learning targets identified in the EHCP.
- **Objectives:** The measurable steps learners take to achieve their short-term outcomes.

Curriculum Monitoring

Curriculum delivery is systematically monitored and evaluated to ensure continuous improvement and learner progress. This includes:

- Formal lesson observations and learning walks.
- Half-termly reviews of curriculum impact on learner progress.
- Weekly meetings between teachers and lead staff to discuss updates and priorities.

Curriculum Review

This policy is reviewed annually or sooner if required by statutory changes, ensuring it remains current, effective, and responsive to learner needs.