

Kisimul

Curriculum Policy – Calman Colaiste

Policy and Procedure

Document Information

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Division:	CCED03
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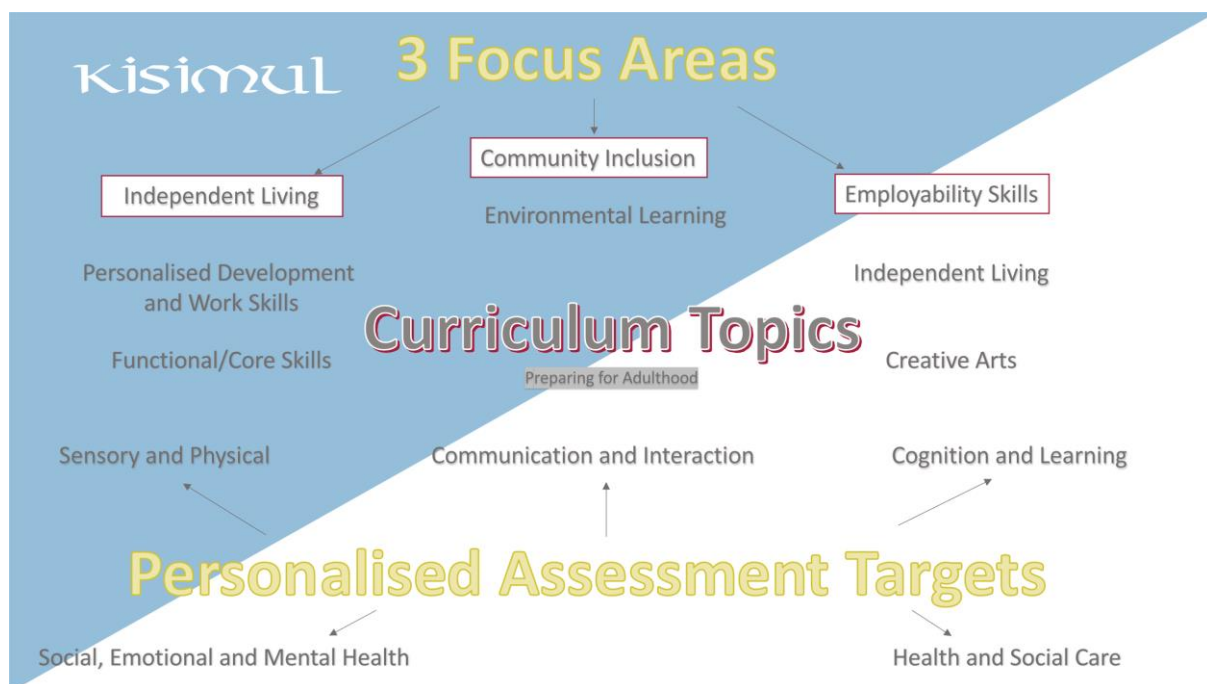
Authorised document change log recorded at the back of this document

This document will be reviewed every two years

Calman Colaiste is a 16 to 25 specialist independent college for learners who are autistic, have associated learning and communication disabilities. The main college campus is on a rural setting just outside the village of Thorney in Peterborough. All learners have an Education Health Care plan, with many requiring supported living within the Kisimul residential homes.

At Calman Colaiste College we have developed a flexible curriculum that looks at the needs of all individuals and embeds the targets from Preparing For Adulthood (PFA) throughout its curriculum offer. We have used the RARPA* curriculum guide to formulate our curriculum that best suits the needs of our learners. We are situated on a 29 Acre Farm, with learners engaging in the following Subject areas:

- Independent Living (Catering, Personal Hygiene)
- Environmental Learning (Animal Husbandry, Horticulture, Environmental Science)
- Personalised Development and Work Skills (Careers, Personal Development Outcomes, ICT)
- Creative Arts (Arts and Crafts, Drama, Music)
- Functional Skills (Mathematics, English, Reading)



Personalised Assessment Targets (PATs) are set from the individuals EHCP Outcome targets, which are then adapted to each subject. The 5 outcome areas of the learners EHCP (Sensory and Physical, Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Health and Social Care) set out the personalised targets for each learner across the subjects. Evidence is then collated and progress against each of the learners EHCP outcomes are measured to show personalised progress. We pride ourselves

on delivering a bespoke and person-centred curriculum, which focuses on the personal and academic progression of each of our learners.

In addition to the subjects our learners will access an Enrichment Curriculum, which includes activities such as Swimming, Horse riding, Walking, and planting flowers. We also participate in the Woodlands Trust Award Scheme, Duke of Edinburgh Award, Farm to Fork project, as well as provide a wide range of Enterprise opportunities for all our learners related to their interests. Our learners access RSE through the college curriculum as well as personalised support accessed through the onsite college therapy team.

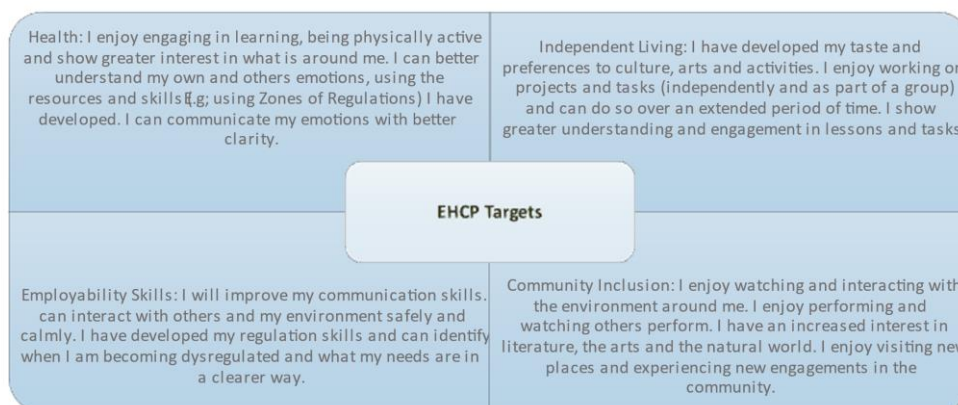
Independent Living



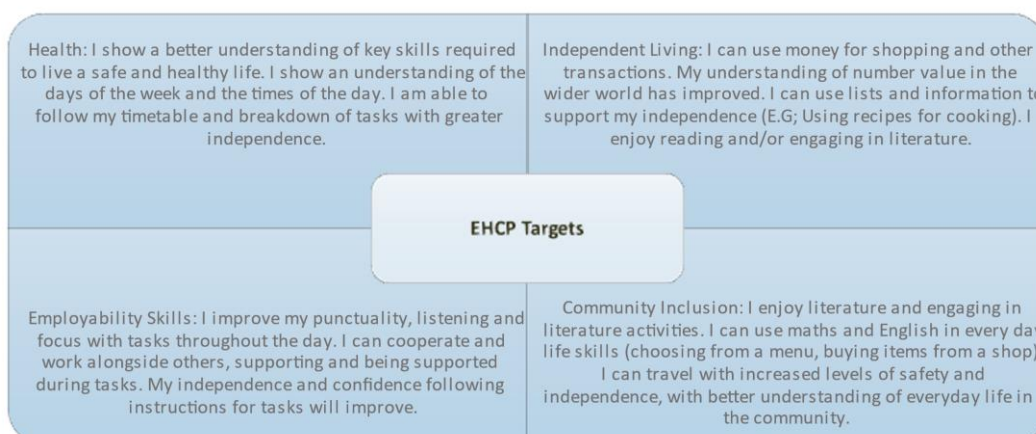
Environmental Learning



Creative Arts



Functional Skills (NCFE Level 1 and 2)



Our projects and Subject targets are developed around the 4 PFA areas of Health, Independent Living, Employability Skills, and Community Inclusion.

Each of these areas are implemented and help create the Scheme of Work for each of the subject areas.

Functional skills will enable our learners to achieve their NCFE Entry Level 1 and/or 2 qualifications in mathematics and English, as well as access Reading on their individual timetable. For learners unable to access this qualification, functional skills will be delivered to support the use of Mathematics, English and Reading in real world situations.

[*RARPA Education: Recognise and Recording Progress and Achievement](#)

The 3 focus areas

The college has developed its approach to look at the following three approaches to all our learners;

Independent Living; Community Inclusion; Employability Skills.

The focus of each of these areas are broken down to provide the learners with as much opportunity as possible to experience life opportunities that will develop their skills to live more meaningful, impactful lives beyond education.



**Resilience, Choices, Independence,
Personal growth**

Learner focus will be on Personal Development that will encourage them to be more independent and live healthier lifestyles, making more independent life choices and less reliant on others to help them live.

Education will be focused around life skills, such as making food, personal hygiene and communicating choices to others.

Personal development will focus around learners becoming more independent, accepting routines and changes, interacting with others and the community more successfully.

Learners will succeed in college by receiving an education that focuses on their personal needs and life skills, allowing them to grow in confidence, resilience and independence.



**Volunteering, Life experiences,
Community Interaction and Access**

Learner focus will be on accessing the community and engaging with life outside of education. Learners will grow in confidence, become more independent and more resilient when accessing the community.

Education will be focused around life skills, such as making food, personal hygiene and communicating choices to others. Opportunities to volunteer and access the community will be a key focus of this education.

Personal development will focus around learners becoming more independent, accepting routines and changes, interacting with others and the community more successfully.

Learners will succeed in college by receiving an education that focuses on accessing the community and engaging with the community more confidently and independently.



**Kisimul Traineeship Programme, Work
experience, Community Volunteering**

Learner focus will be on developing their skills and understanding around employability. Learners will be given the opportunity to learn skills and gain experiences that will enable them to access employability beyond education.

Education will be focused around Trainee Programmes that will enable the learners to work independently in areas of the college and work towards employment post college life.

Personal development will focus around learners becoming more independent, accepting routines and changes, interacting with others and the community more successfully. Work experience opportunities will also develop learners life skills.

Learners will succeed in college by receiving an education that focuses on working towards employability, training learners in skills that will set them up for work.

Document equality impact assessment – part A

Document Title		CCED03 Curriculum Policy – Calman Colaiste	
Name of person completing equality impact assessment:		Michael Hayden	
Date equality impact assessment completed:		September 2023	
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		X	
Disability		X	
Ethnicity		X	
Gender		X	
Religion or belief		X	
Sexual orientation		X	

Socio-economic		X	
Gender Reassignment		X	
Maternity/Pregnancy		X	
Marriage/Civil Partnership		X	

Equality target group	a) Positive impact		b) Negative impact		Reason/comment
	High	Low	High	Low	

Document equality impact assessment – part B

What is the main purpose or aims of the policy
Outline the college curriculum offer
Who will be the beneficiaries of this policy?
Local Authorities, parents, education staff
Has the policy been explained to those it might affect directly or indirectly?
Updated and on the website
Have you consulted on this policy?
Yes, M Hayden and P Routledge
What are the expected outcomes of this policy?
To show the college curriculum offer

Name of person completing equality impact assessment:	Michael Hayden
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Document change log

The document change log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

Description of change	Change made by	Date document republished
Updated to reflect current curriculum offer	Paul Routledge and Michael Hayden	September 2023