

## St. John's College Curriculum Statement

Based in Brighton, St. John's College offers autistic young people (16-25 years), specialist education and expertise to help them gain the knowledge and skills they need to achieve significant life enhancing outcomes.

We aim to provide a stimulating learning environment that promotes the development of personal interests and abilities and prepares our young people for greater independence and autonomy over their future lives.

Using a range of well-equipped on-site facilities and by accessing our vibrant local community, learning is made fun, relevant and progressive. Our young adults are encouraged to follow their passions and/or to try new learning activities so that aspirations for the future are sculptured and realized.

A specialist multidisciplinary team of staff, who offer a range of expertise and experience, support learners throughout their placement with us, and work hard to meet individual's needs, guiding them toward the right future for them.

St. John's college aims to provide quality education through a broad curriculum offer. Our intention is to meet the individual needs and aspirations of our young learners, to inspire continuous engagement and unleash potential.

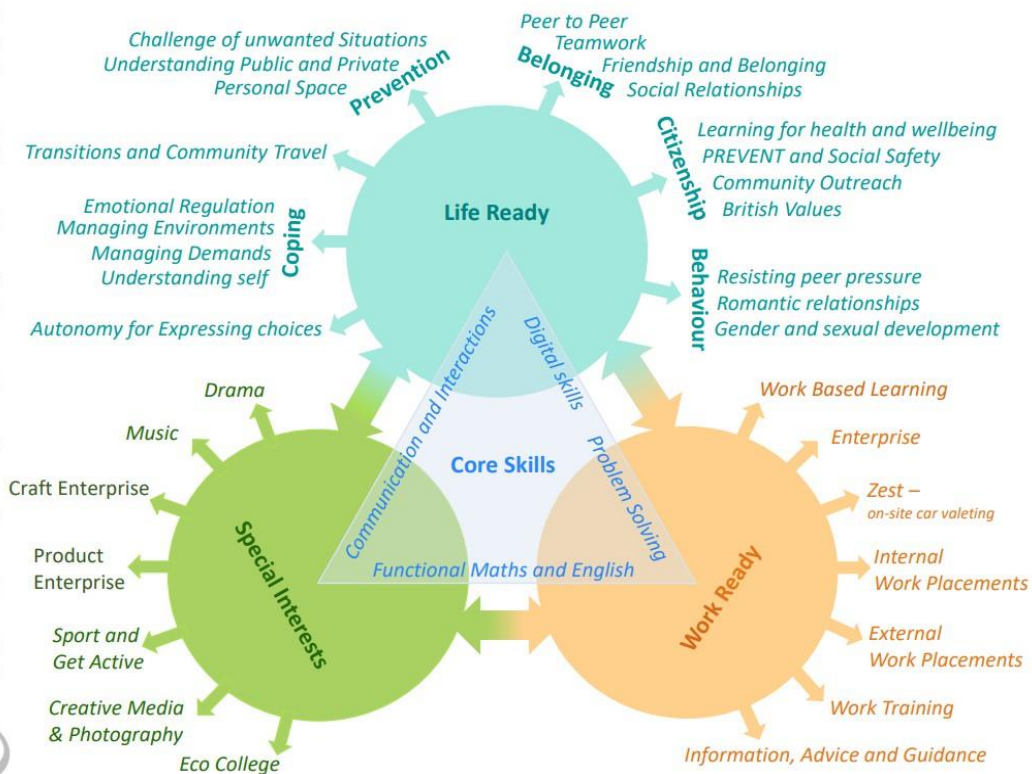
The curriculum is designed to be delivered on a personalised basis, where study programmes are comprised of learning activities that are relevant to each learner. This ensures learners are better prepared for their adult life and can be successful in being an active participant within their chosen community.

Our study programmes aim focus on wellbeing, communication, Skills, independence and employability and the learners' planned outcomes in their Education, Health and Care Plan (EHCP).

The curriculum is divided into four key learning areas: core skills; life ready; special interests and work ready. Within these learning areas sit a range of learning subjects. A learners' study programme is recorded as an Individual Education Plan (IEP) that details the potential destination of the learner, their current aspirations, the focus of learning, timetable and qualifications. This plan is reviewed on an annual basis and approved by the Governing Body.

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# Curriculum



Learners are assessed, supported and guided to make choices and decisions of what they want to learn throughout their placement. Regular reviews ensure that the learning journey is responsive to changing needs and aspirations, as talent or alternative interests emerge.

**Core skills** are taught as discrete classes and, where appropriate, lead to accredited qualifications. Essential core skills are also embedded across the learning subjects and in different contexts. The attainment in core skills promotes opportunities for further education and learning.

**Life ready** learning promotes skills and knowledge that support the development in personal safety, social skills and social behaviour, personal management and community access.

**Special interests** include Drama, Music, Craft and Product Enterprise, Eco College, Sport and Get Active, Creative Media and Photography. Learning in these subjects can be undertaken as a form of enrichment where the skills and knowledge will be taken forward into future lives as personal hobbies or leisure pursuits when they leave college or, as in some cases, learners pursue qualifications in their chosen special interest and take a vocational route of learning to increase their ability to gain future employment.

**Work ready** learners gain vital knowledge and skills associated with the world of work and to prepare them for future employment opportunities.

All learners undertake work-based learning sessions within the college where they can gain experience working in the Printshop, be part of the Grounds Team, Zest car valeting, the Catering Café and Deli, (including barista training), the Tidy Team, Laundry services and Dog Agility.

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Learners can undertake work placements within college departments such as Finance and HR and a comprehensive range of external work placements in and around Brighton.

All learners have access to our college Job Centre and are supported with careers information and guidance throughout their placement.

### ***Accredited Qualifications***

All learners are individually assessed and supported to undertake relevant qualifications during their placement at the college (please see the table below) These are reviewed annually to ensure they remain current for our young people and that they will support the progression to further learning.

### ***Supported Internship***

***St. John's has secured a partnership with Project Search and Brighton and Hove Council to run a supported internship programme from September 2024.***

The curriculum is enhanced with various extracurricular activities and events organised throughout the academic year. These can be opportunities where the whole college community can come together as one to watch or perform in marvellous drama and music productions, or as groups to participate in community outings, visiting external venues, becoming involved in community projects or just embracing the local environment.

A committed and specialist team of teachers, tutors and learning support workers work with the expertise of therapists and positive behaviour specialists to ensure positive and progressive outcomes for all learners.

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## Appendix 1: Curriculum Pathway

	YEAR 1	YEAR 2	YEAR 3
Pre-Entry Level	ST. JOHN'S PROGRAMME FOUNDATIONS FOR LEARNING AND LIFE (RARPA)		
	ST. JOHN'S RESILIENCE CURRICULUM (RARPA)		
Entry 1 to Entry 2	<b>EDEXCEL AWARD / CERTIFICATE IN PRE-VOCATIONAL STUDY (Entry 1 and 2)</b> <i>Engaging in New Situations    Communicating with Others    Engaging in a Team Activity    Working Towards a Target    Using Digital Skills    Helping with Running an Event</i> <i>Producing a Product    Taking Part in a Creative Activity    Participating in a Performance    Producing a Basic Document    Exploring an Enterprise Activity</i>		
	<b>GATEWAY CERTIFICATE IN PREPARATION FOR EMPLOYMENT (Entry 1 and 2)</b> <i>Communication Skills for Work    Completing a Workplace Task    Conduct &amp; Personal Presentation    Working Safely</i> <i>Using Tools &amp; Equipment in the Workplace    Dealing with Work Related Problems    Setting &amp; Meeting Work Related Targets</i>		
	ST. JOHN'S RESILIENCE CURRICULUM (RARPA)		
	<b>EDEXCEL FUNCTIONAL SKILL AWARD IN MATHS (Entry 1 and 2):</b> <i>Using Number and Number Systems    Common Measures, Shape and Space    Handling Information and Data</i> <b>EDEXCEL FUNCTIONAL SKILL AWARD IN ENGLISH (Entry 1 and 2):</b> <i>Speaking, Listening and Communication    Reading    Writing</i>		
	ST. JOHN'S RESILIENCE CURRICULUM (RARPA)		
Entry 3 to Level 1	<b>GATEWAY CERTIFICATE IN VOCATIONAL STUDIES (Entry 3)</b> <b>GATEWAY CERTIFICATE IN VOCATIONAL STUDIES (Level 1)</b> <i>Selection of Subject Skill units in Product Enterprise, Performing Arts, Music, Photography, Gardening</i>		
	<b>GATEWAY AWARD/CERTIFICATE IN PREPARATION FOR EMPLOYMENT (Entry 3)</b> <i>Completing a Workplace Task    Conduct and Personal Presentation    Setting and Meeting Targets at Work</i> <i>Using Tools and Equipment in the Workplace    Dealing with Work Related Problems    Working Safely</i>		
	<b>GATEWAY EMPLOYABILITY SKILLS (Level 1)</b> <i>Conduct at Work    Working Safely    Customer Service Skills    Working with Colleagues    Setting &amp; Meeting Targets at Work</i>		
	ST. JOHN'S RESILIENCE CURRICULUM (RARPA)		
	<b>EDEXCEL FUNCTIONAL SKILL AWARD IN MATHS (Entry 3 and Level 1):</b> <i>Using Number and Number Systems    Common Measures, Shape and Space    Handling Information and Data</i> <b>EDEXCEL FUNCTIONAL SKILL AWARD IN ENGLISH (Entry 3 and Level 1):</b> <i>Speaking, Listening and Communication    Reading    Writing</i>		

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