

## Aspris College North Wales

Local Procedure Title	Curriculum Local Procedure
Service	Aspris College North Wales
ACS Policy number and title	ACS 31A
Local Procedure template reference	ACS LP: 31
Local Procedure date	01/09/2025
Local Procedure review date	01/09/2026
Local Procedure Author(s)	Michelle Cracknell
Local Procedure Ratification	Checked and approved by: Daniele Kennaugh-Langford

### Purpose Statement

We are committed to ensuring every student feels a sense of belonging, is rooted in a supportive community and builds the independence they need—both for today and for a successful future.

The local procedure applies to all ACNW programmes for learners aged 16–25 with ALN. Here, we set out how ACNW designs, delivers, assures and improves its curriculum so that learners make strong progress, are well supported and transition to positive destinations.

The curriculum reflects the principles of Estyn’s inspection framework, the Curriculum for Wales (post-16 principles), and the RARPA framework for non-accredited learning. It also aligns with Agored Cymru qualification standards and pathways.

### Aspris College North Wales Core Values



**D**evelopment  
We focus on development:  
building skills and knowledge

**R**esilient  
We aim for resilience:  
preparing for the future

**A**daptable  
We teach adaptability:  
a 'can-do' skill to cope with change

**G**oals  
We work towards goals:  
with clear purpose and ambition

**O**ptimism  
All driven by optimism:  
having a positive belief in the successes

**N**urture  
And grounded in nurture:  
of a supportive and kind environment

Aspris College North Wales



## Our Curriculum Intent

- **Ambition & progression:** The curriculum is destination-focused and sequenced from each learner's baseline towards meaningful end-points (employment, FE/HE, supported/independent living and community participation), drawing on Curriculum for Wales principles (four purposes, progression and cross-curricular skills) adapted for a post-16 ALN context.
- **Model:** ACNW delivers the *Foundations to Futures* curriculum through three needs-led, tailored pathways—**Nurture** (Autism Sensory Modality), **Resilience** (SEMH Modality) and **Aspirations** (Autism Academic Modality: Formal & Semi-Formal)—each integrating communication, independence and well-being alongside academic/vocational learning.
- **Frameworks:** Programmes blend accredited learning (Agored Cymru, ASDAN and other relevant awarding bodies) with non-accredited provision recorded through RARPA.
- **ALN & language:** Provision is person-centred via LSP's / IDPs / EHCPs, with reasonable steps taken to provide ALP through Welsh where this is the learner's preference/need.
- **Year structure:** **Year 1 – Building Foundations** (re-engagement, core skills, CHIE) and **Year 2 – Building Futures** (specialisation, qualifications and destinations informed by local labour market intelligence).

## Teaching & Learning

### 1.1 Learners' knowledge, skills and understanding

- Baselines inform bespoke programmes; learners make measurable progress in communication, cognition, independence, employability and community participation, with therapy embedded.
- Cross-curricular literacy, numeracy and digital competence are embedded and applied in real contexts; work placements, enterprise, community projects.

### 1.2 Learners' attitudes to learning

- Autism-friendly and trauma-informed practice promote engagement, resilience, attendance and appropriate behaviour; learners understand next steps and use feedback to improve.

### 1.3 Quality of learning experiences, teaching and assessment

- Teaching is adaptive, structured and evidence-informed; support staff are well-directed; learning incorporates CHIE (Community Inclusion, Health & Well-being, Independence, Employment).
- **Assessment:** Continuous formative assessment; valid, reliable summative assessment for accredited routes; RARPA for non-accredited learning (targets from LSP's / IDPs / EHCP's, termly reviews). Progress is tracked and reported clearly to learners and partners.
- Evaluating the curriculum; progress from baselines; quality of teaching, assessment and tracking are embedded in our practice.
- Teaching environment is well-resourced, with a working café and offsite work placements and educational experiences and visits to enrich and provide new opportunities.



## Well-being, Care, Support & Guidance

### 2.1 Well-being & personal development

- Safe, inclusive culture; learners build confidence, healthy relationships, self-advocacy and a positive identity; enrichment and learner voice are integral.

### 2.2 Support, advice & guidance (incl. ALN & transitions)

- LSP / IDP / EHCP -led planning coordinates education, therapy, health and care; attendance/engagement/behaviour are monitored with timely responses.
- Impartial careers guidance and structured transition planning lead to positive destinations (FE/HE, employment/supported employment, community participation and supported/independent living).

### 2.3 Safeguarding

- Robust safeguarding (on-site/off-site/online), safer recruitment, PREVENT and staff training; discrimination, bullying and harassment are addressed decisively.
- Equality & diversity (nine protected characteristics) are promoted through curriculum content, resources and culture.

## Leading & Improving

### 3.1 Strategic direction & operational management

- Leaders set a clear curriculum vision rooted in learners' rights, the ALN framework and Estyn guidance; governance provides robust oversight and challenge.

### 3.2 Self-evaluation & improvement

- Annual cycles use outcomes, destinations, learner voice, QA evidence and teaching observation to drive improvement plans.

### 3.3 Provision planning & oversight

- Pathways, timetables and partnerships (employers, community agencies, FE/HE, LAs) are planned to meet LSP / IDP / EHCP outcomes, reduce disadvantage and support bilingual needs where relevant.

### 3.4 Workforce development

- Ongoing professional development for staff, including ALN practice, autism & SEMH, sensory processing, communication/AAC, trauma-informed practice, safeguarding, inclusive pedagogy and modality-specific training.

## Compliance & frameworks

- **Estyn (ISCs) 2024:** Local Procedure aligns to the three inspection areas—Teaching & Learning; Well-being, Care, Support & Guidance; Leading & Improving—and their evaluation criteria.
- **Curriculum for Wales:** Four purposes, progression and cross-curricular skills inform curriculum design and assessment where appropriate - post-16 ALN principles.



- **ALN statutory framework: ALN Code** (incl. Welsh-medium ALP “all reasonable steps”) and associated duties; LSP / IDP / EHCP -led provision and reviews.
- **Four Pillars** in the Independent Living Skills curriculum; Health and Well-being, Employability, Independent living and Community Participation - this has been the basis of our CHIE curriculum.
- **RARPA** for non-accredited learning.
- **Agored Cymru** qualification standards and pathways.

## Roles & responsibilities (high-level)

- **Governing body:** Approves policy, monitors impact, ensures compliance.
- **Principal & SLT:** Set strategy and resources; oversee QA and improvement.
- **ALN Lead:** Quality of LSP’s / IDP’s / EHCP’s; multi-agency coordination; outcomes tracking.
- **Senior Tutor:** Curriculum design and evaluation; staff development; data reporting.
- **Tutors & Support staff & Therapies:** Deliver adaptive teaching and integrated support; record progress; involve learner voice.
- **Learners:** Co-produce targets; engage with feedback; contribute to improvement.

## Monitoring & review

- Termly reporting to SLT and governors on outcomes, destinations, attendance and engagement, safeguarding and learner voice; annual SER and CIP refresh; policy reviewed annually or earlier if guidance changes.

### Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
01.01.2026	Daniele Kennaugh-Langford	Updated due to new, planned implementation of Modalities and CHIE curriculum

