

Green Corridor Curriculum Plan

For year 2026–2027

Introduction

This curriculum plan is designed to set out what we want our learners to learn, why we want them to learn it, and how we will teach them. It also sets out the impact we expect of the learning.

Green Corridor's mission is 'opening minds, opening opportunities' and as such we work holistically to help learners towards a happy, healthy and safe life, where they will flourish for the long term.

In order to achieve our mission, Green Corridor has a personalised curriculum adapted for each learner provided via an Individualised Learning Plan. This plan is based on personalised targets drawn from the EHC Plan outcomes, Annual Review Outcomes, and Individual learner needs and aspirations. We focus all our learners' targets on the four Preparation for Adulthood (PfA) outcomes.

1. Employment (including volunteering), Education & Training;
2. Independent Living;
3. Good Health;
4. Friendships, Relationships and Community.

Most Functional Skills (Maths, English and Digital Skills) are taught through embedded learning within the curriculum, but where qualifications are needed to progress to a particular destination and identified as such on their individual plan, learners will be taught in groups by suitably qualified and experienced tutors. This plan also embeds therapy needs, British Values and PSHE as part of the everyday learning for our learners.

Our Aim

We aim to offer a holistic and inclusive learning experience which achieves the best possible destination outcome for each learner. We work with each learner to help them achieve this and to flourish in their adult lives. We aim for all learners to learn the knowledge, skills and behaviour that they will need in this immediate destination and as they progress further into adulthood. Destinations are carefully planned, shaped by early conversations with Learners, Families, LA partners and other stakeholders. These are reviewed and adjusted as needed at each Annual Review meeting (which happen at least once per year).

Potential Learners destinations:

Our learners are expected to move on to one of the following destinations when they leave us:

1. Employment;
2. Supported Internship;
3. Further Education and Training (including other SPI¹, GFE² or Training Providers);

¹ SPI: Special Post-16 Institution (like Green Corridor).

² GFE: General Further Education Provider (mainstream, including mainstream SEND provision)

4. Adult Social Care (including volunteering).

Our Pathway Method

Green Corridor ensures all learners have access to quality, inclusive learning opportunities through the effective use of a diverse range of resources. Learning is organised into three distinct pathways, based on their individual needs and intended destinations. This structure supports meaningful shared learning experiences, promotes the development of peer relationships, and enables participation in a wide range of activities. While each pathway draws on a consistent range of resources, teaching and learning are carefully adapted to reflect the differing levels of need and outcomes, ensuring appropriate challenge and progression for all learners. The 3 pathways are:

1. Foundation
2. Vocational
3. Vocational Plus

The pathways provide for increasing independence and autonomy, with behaviour support and levels of therapy being adapted to this increased independence. These varying levels of support also sit alongside an increasing pace of learning and exposure to new ideas and people for those learners who will benefit from this. The Vocational Plus pathway is intended to be a bridge into a Supported Internship which means that there is no specific therapy offer beyond general training for tutors, mirroring the fact that Supported Internships don't offer therapy. Learners with Tier 3 therapy needs or 1:1 support for their behaviour will normally be in the Foundation pathway. There may be individual exceptions to this norm.

The overview of the 3 pathways is as follows:

	Foundation	Vocational	Vocational Plus
Typical Academic level	Pre-Entry to Entry 2	Entry 2 to Entry 3 and L1/L2	Entry 3 to Level 2
Communication	Includes non-verbal / AAC users; Widget symbol support throughout	Verbal and non-verbal learners; some with speech and language needs	Predominantly verbal; may have social communication needs (e.g. autism)
SEMH / Behaviour	High SEMH and behaviour needs; regulation strategies embedded throughout	Variable/high SEMH needs; co-regulation and graduated response approaches used	Managed SEMH; ongoing support for anxiety, resilience and self-regulation
Rate of learning	Slower pace; benefits from high repetition, concrete, single step tasks and sensory approaches	Can retain and apply learning in context; benefits from scaffolded vocational tasks	Can generalise skills across settings; needs explicit coaching on soft skills
Expected destination	Adult Social Care, day provision, supported volunteering	Adult Social Care, employment, volunteering, or progression to Vocational Plus Pathway	Supported Internship (primary aim); some to employment with support
Therapy Level	Tiers 1-3	Tiers 1-2	None
Programme Length	1-3 years	1-3 years	1 year

All 3 pathways benefit from access to our generous and open site, with work related activities which may include Catering, Horticulture, Café, Charity Shop and Salon environments which are used extensively to learn practical skills alongside community links and work experience opportunities with partners from local businesses and communities. All our learners are taught in small classes with trained tutors and industry professionals using a variety of domestic and professional equipment.

Curriculum Focus

Each pathway has a different learning focus, but the boundaries between them are intentionally flexible. Where it is appropriate, a learner may take part in learning opportunities from a different pathway – either regularly, occasionally, or as a one-off.

Learners may also transfer between pathways if their progress would be better supported by doing so. This can happen at any point depending on the learner's needs and circumstances. Each pathway is defined by its focus.

Foundation Pathway

Curriculum Focus	Preparation for Adulthood Links
1. Daily living and self-care routines Health, Independence 2. Sensory and communication activities Health, Relationships 3. Vocational tasters (horticulture, hairdressing, catering) Employment 4. Community visits and life skills Community 5. Volunteering activities on site and in the community Employment 6. PSHE: relationships, keeping safe, healthy eating Health, Relationships 7. Maths English and Digital Skills embedded via symbols, AAC and practical tasks Employment, Community, Independence 8. Therapies: delivered as discrete, timetabled lessons (e.g. speech and language therapy, occupational therapy, physiotherapy) led or guided by relevant therapists Health 9. British Values: democracy, rule of law, individual liberty, mutual respect and tolerance — explored through community visits, choice-making activities, learner voice, and PSHE themes Community, Relationships	1. Employment: volunteering placement, task completion, work routines, digital skills 2. Community/Relationships: supported access to local services and leisure, safe relationships, self-advocacy with support 3. Health: self-care, emotional regulation, healthy choices 4. Independence: planning and preparing meals, shopping, money and time management

Vocational Pathway

The Vocational pathway supports learners at Entry 2 to Level 1. Learners engage in area-specific vocational learning alongside embedded Maths, English, Digital Skills and PSHE.

Curriculum Focus	Preparation for Adulthood Links
1. Skills for work and volunteering (vocational subject area) Employment 2. Functional Maths and English – embedded and examined where appropriate Employment, Community, Independence 3. Independent living and travel training Community, Relationships 4. Work-related behaviour and professional skills Employment 5. Community access and volunteering Community, Employment 6. PSHE: relationships, health, money management Health, Relationships 7. Therapies: mostly embedded within vocational and curriculum sessions (e.g. speech and language and occupational therapy strategies integrated by tutors), with some discrete input where required Health	1. Employment: structured vocational practice, placement readiness 2. Community/Relationships: professional relationships, self-advocacy 3. Health: physical and mental health management, resilience 4. Independence: travel training, accessing services independently

Vocational Plus

The Vocational Plus pathway is a bridge-year programme designed for learners who are not yet ready to enter a Supported Internship, but who have the potential to do so with one further year of targeted preparation. The curriculum is structured around the Essential Skills of the Skills Builder Universal Framework, which are embedded across the college site.

Skills Builder: Essential Skills Focus	Preparation for Adulthood Links
1. Listening: following complex, multi-step written & verbal instructions, active listening in workplace Employment 2. Speaking: professional communication, presenting ideas clearly Employment, Relationships 3. Problem solving: working through challenges independently Employment, Independence 4. Creativity: generating ideas, flexible thinking Employment 5. Staying positive: resilience, managing setbacks in work contexts Health, Employment 6. Aiming high: setting and pursuing goals, self-improvement Employment 7. Leadership: taking initiative, supporting others, responsibility Employment, Relationships, Independence 8. Teamwork: collaborative tasks, understanding roles in a team Employment, Relationships 9. Maths and English: embedded; examination entry for appropriate learners Employment, Community 10. Therapies: not delivered within this pathway, reflecting learners' increased independence and readiness for the workplace Health	1. Employment: extended work placement, employer engagement, CV and interview preparation 2. Community/Relationships: professional conduct, disclosure, self-advocacy, community peer relationships 3. Health: managing health appointments, wellbeing strategies at work, registering with health providers 4. Independence: independent travel, using community facilities, digital skills

Progress and Impact Measurement

All our learners are assessed through a RARPA (Recognising and Recording Progress and Achievement) framework. RARPA provides a recognised and rigorous, individualised assessment process that is well suited to learners who may not be working towards accredited qualifications.

#	RARPA Stage	What this looks like in our provision
1	Aims and objectives	Programme aims are set against Learner Aspirations as well as EHCP and PfA outcomes. Learners and families are involved in identifying goals at the start of each year or on joining the programme.
2	Initial assessment / baseline	Baseline assessment completed within the first six weeks using structured tools covering the knowledge, skills and behaviours required for the expected destination. Results inform the Individual Learning Plan (ILP) targets.
3	Identifying and recording learning aims	SMART targets are drawn from EHCP outcomes and baseline findings. Targets are recorded in the learner's ILP and are reviewed very regularly. Tutors and support staff write formative feedback that is developmental, not merely descriptive.
4	Recognising and recording progress	Progress is captured through tutor observation, learner self-reflection, photo and video evidence, and portfolio work. Daily feedback sheets record engagement and achievement at session level.
5	End and final assessment / summative review	Summative reviews are held at the end of each year and at the annual review. Progress against each outcome and objective is evaluated. Destination data is recorded where learners leave Green Corridor.

Ambitious Adulthood Destinations

Our curriculum is destination-led. Every learner's programme is built with a clear picture of where that individual is likely to go when they leave us, and the curriculum is designed to close the gap between their current knowledge, skills and behaviours, and the knowledge, skills and behaviours that they will need to thrive in that destination. Whilst the destination isn't the only factor driving which pathway a learner is on, it does have a significant impact on this decision.

Destination	Likely pathway	Key curriculum focus	Transition activity
Adult Social Care / Day Provision	Foundation	Daily living, communication, self-care, community access, regulated behaviour	Visits to provision; person-centred planning; family liaison
Supported Volunteering	Vocational; some Foundation	Work routines, communication in public, travel, reliability and independence	Placement visits; volunteer role negotiated with employer or community project.
Supported Internship	Vocational Plus pathway	Skills Builder essentials; workplace behaviour; employer expectations; travel	Vocational Plus programme; employer engagement; work experience
Employment (with support)	Vocational Plus	All Skills Builder essentials; CV; interview; disclosure; Access to Work	Employer engagement; Access to Work referral; supported employment agency

Destination planning begins in Year 1 (or on entry for single-year learners) and is revisited at every annual review. The pathway a learner follows may change as their skills and confidence grow or their needs change. All changes are documented and shared with the learner and their family.

Curriculum Design

Below is a table showing the principles we use in our curriculum design and how we implement this.

Principle	How this is implemented
Universal Design for Learning (UDL)	Multiple means of representation (visual, tactile, auditory); learner choice in how they demonstrate learning; flexible assessment formats including photos, video, and verbal evidence.
Communication access	Symbol-supported resources (Widget) used across Foundation provision and where needed in Vocational. Talking Mats used for feedback from non-verbal learners. AAC devices respected and incorporated.
SEMH and behaviour	Trauma-informed approaches; regulation strategies built into session planning; sensory breaks; consistent routines; individual behaviour and support plans linked to EHCP.
Positive risk-taking	Learners are supported to try new things, make choices, and experience manageable challenge. Risk assessments are proportionate and enable participation rather than restrict it.
Learner voice	Learner self-reflection is built into daily feedback sheets, ILP reviews, and annual reviews. Symbol-based and talking mat tools are used where written or verbal expression is not accessible.
Family and carer involvement	Families are partners in target-setting and annual review. Home-college communication is maintained through regular updates and transition planning meetings.

Indicative Timetable Plans

The table below shows an indicative weekly timetable structure for each pathway. Actual timetables are personalised and adjusted to meet individual EHCP targets.

Session / Area	Foundation	Vocational	Vocational Plus
Vocational / Work experience	Vocational tasters; daily living tasks	Vocational subject	Extended placement; employer visits
Maths, English and Digital Skills	Fully embedded in all activities	Embedded; discrete sessions for exam candidates	Embedded; discrete for exam candidates; workplace numeracy/literacy focus
PSHE / Relationships	Keeping safe; emotions; healthy routines	Relationships; health; money; digital safety	Disclosure; professional relationships; wellbeing at work
Community access	Supported visits; sensory engagement	Independent or semi-independent outings; travel training if applicable	Independent travel; using services; digital and financial literacy
Skills Builder	Embedded across all sessions	Embedded across all sessions	Explicitly taught and tracked
1:1 support	TA support for regulation and communication where needed	Regular keyworker check-in; target review	None, but Coaching on self-advocacy, goal-setting, disclosure
Review and reflection	Symbol / Talking Mat feedback; photographic record; EFL; survey	Learner self-reflection; daily feedback sheet; EFL; survey	Structured reflection; EFL; survey; mock interviews

Inclusion

Green Corridor aims to be a highly inclusive environment. Working with Learners, their families, Social Workers and others to help them overcome their barriers to learning, in whatever form they take. The Head of Inclusion carefully monitors learning, attendance, outcomes and progress of learners, particularly those facing multiple and complex barriers that have the highest impact on learning.

Training

All staff delivering SEND provision, including tutors, teaching assistants, and leads of departments, are expected to engage in ongoing professional development to ensure they are equipped to meet the needs of learners with EHCPs. Training is not a one-off event but an embedded part of our quality improvement culture.

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