

Keelman's Way School

14-19 Curriculum Policy



At Keelman's Way School we aim to provide students with a relevant life skills curriculum which is tailored to meet their individual needs. We aim to build on the work that students have covered throughout school, but the focus of work moves towards allowing them to access the world outside of school. We concentrate particularly on developing students social and independence skills and equipping them with the life skills to cope with future adult opportunities.

All students follow a full and varied programme of activities, which includes recognised accredited awards from Equals and other awarding bodies eg Climbing Awards, First Aid, etc. All students leave with an accredited qualification in ASDAN Personal Progress. Some students will also have achieved their Duke of Edinburgh Award.

Rationale

- 14 -19 Curriculum will build on and develop the knowledge, skills and understanding which pupils have gained throughout their school career.
- The Curriculum will provide challenging and exciting activities which will develop the attitudes, concepts, knowledge and skills to enable students to maximise future opportunities for optimum quality of life and allow them to take their place, as adults, in society in a way which is fulfilling and enjoyable.
- The curriculum will allow students to take responsibility for themselves, others and their environment and understand their place within it; thus allowing them to develop an awareness of our ability to appreciate, control and change the world
- The curriculum will give students the opportunity to develop confidence, self-esteem, foster positive attitudes and values and express feelings and emotions in a variety of ways.
- The curriculum will provide opportunities for learning not only within school but also within a range of areas and activities in the local and wider community. Students will learn to transfer their learning to real life situations while at the same time broadening their experience and developing their self confidence
- The curriculum will give students the opportunity to recognise their right to control their own life, the right to make and implement decisions, the right to determine the course of personal events and the freedom to make informed choices.
- The curriculum will provide opportunities for students to experience a range of post 19 provision. They will be able to access a choice of vocational contexts which may include: the school, wider community, recreation, college and post school placements including further education, training and independent and supported living and employment.

- The curriculum will allow students to make informed choices about accessing future leisure opportunities and pursuing a healthy and happy lifestyle.
- The curriculum will ensure pupils continue to develop the functional skills in literacy, ICT and maths that will allow them to work confidently, effectively and independently in life.

Strategies for Learning

We use Equals Moving On as a curriculum framework which gives a broad and balanced range of learning opportunities for pupils with the flexibility to personalise individual learning based on a pupils needs or interests. This is combined and linked closely with ASDAN Personal Progress.

The Equals Curriculum is divided into the following areas:

- World Studies – Science, Technology, Foreign Cultures, Creativity and Humanities
- Independent Living – PSHE, Citizenship, Leisure and Recreation, Daily Living Skills
- Vocational Studies – Work Skills, Careers Education/ Post School Planning.

In addition, students will continue to develop their communication, literacy and numeracy skills through identified sessions and the cross curricular development of these skills in a functional manner.

A variety of different activities are explored through the 14 to 19 Curriculum. These may vary each year, depending on students' abilities and interests but may include

- Independent Travel Training
- Wide range of sport including trampolining/rebound, gymnastics, judo, swimming/hydrotherapy
- Cookery
- Art and Crafts
- Using local shops
- Adapted Cycling
- Outdoor Activities
- Hair and Beauty
- Using local leisure facilities
- Working with Musicians

Pupils will access Work Experience opportunities individually tailored to meet their needs and catering for their interests, these may include:

- Project Choice
- Working in the lab or admin support in Sunderland Hospital
- Working at South Tyneside Homes – Clerical support/Care Assistant
- Teaching Support Work – local nursery or school based
- Horticulture – School Allotment/grounds & Forest School
- Catering, Serving or Admin – Keelman's Kitchen Cafe
- Morrison's Supermarket
- Recycle for You – Charity Shop

- School Based admin or teaching support roles

Pupils will put their skills to practical use to take part in various enterprise projects throughout the year – making, buying and selling goods in order to raise funds for school, charity or extra trips out, eg money students raised at the Christmas fair paid for them to go to cinema and Frankie and Benny's for a Pizza.

Pupils with Profound and Multiple Learning Difficulties may also access a highly individualised programme of learning assessed through the Routes for Learning Scheme and based in a much more multi-sensory approach. This curriculum is based around the core areas of Communication, Cognition, Physical, Motor and Sensory and Emotional and Social Development. These are taught through a variety of activities, taught to accommodate either skills or process based learning and which may include:

- Rebound therapy
- Intensive Interaction
- Hydrotherapy
- Sensory Integration Activities
- Community Awareness
- Musical Interaction
- Cooking
- Art
- Sensory Story Sessions
- ICT for Cause and Effect
- Light and Dark Room
- Self Help Skills
- Massage

Underpinning the delivery of activities will be the extensive use of cues and AAC (Alternative and Augmentative Communication) EG:- touch cues, sound cues Objects of Reference, signing, symbols and photographs.

As a school we aspire to full inclusion at least 50% of the time, this will be flexible where pupils with complex difficulties may find a high level of inclusion too challenging or need an alternative curriculum to meet their needs. Pupils may also have additional inclusion where particular lessons or trips out are relevant and appropriate to their needs.

Students will be in an ability group setting to allow a focus on relevant skills in literacy, numeracy and communication then work in a peer group situation to develop access to the wider curriculum.

All students will have access to relevant therapies. These may be delivered discreetly through the withdrawal of the pupil to work with a therapist or will be embedded in the pupils' daily curriculum through the use of agreed strategies developed by staff in liaison with therapists. All pupils' learning is supported and enhanced by members of the multi-disciplinary team working throughout school. Currently we work with speech and language therapists, occupational therapists, physiotherapists, teachers of the hearing impaired and visual impaired, behavioural support workers, Young People's Services, Social Workers, School Nursing Team staff and consultants.

Daily Routine

Typically, pupils will start the day in their tutor groups alongside their peers, and then have a Morning Warm Up for 15 minutes as a whole school activity.

Pupils will be ability grouped most mornings in order to access a highly differentiated curriculum for Literacy Numeracy and PHSE. Pupils will be back with their peer group for their morning break and their dinner break.

In the afternoon pupils will be with their peer group working with a variety of staff in differing locations and on a wide range of subject areas. Alongside this will be a group working with a much higher degree of routine, with familiar and consistent staffing and in a fixed carefully managed environment.

On Wednesday mornings pupils will take part in Work Related Learning and Work Placements. On Friday mornings all pupils will choose an option for Leisure and Hobbies and will go out to access the local community.

Assessment

We will assess pupil progress in the basic skills (Literacy, Numeracy, PHSE and ICT) through the continued use of PIVATs as a summative assessment. This will be recorded and evidenced in their Pupil Progress File. Pupils will also be assessed using the Achievement Continuum in order to show the progress they make through the Equals Curriculum and in order to gain a qualification through ASDAN Personal Progress. Teachers will complete a half termly summarised assessment sheet for each area of learning detailing progress made and noting possible areas for future improvement in order to inform planning.

Outcomes

- Students will communicate effectively in a variety of contexts and situations.
- Students will have increased co-operation, tolerance and respect for others.
- Students will have experiences and develop their understanding of the world of work.
- Students will use their understanding of themselves to access their rights and acknowledge their own achievements and limitations and make informed choices about their own futures.
- Links with the community will be developed so that students see themselves as valued members of the community.
- Students will be able to use a variety of methods to express ideas and access information e.g. information technology including individual communication systems and aids.
- Students will have developed awareness of possible Health and Safety issues in relation to context, situation and environments.
- Students will develop positive attitudes to the safety of themselves, others and equipment.
- Students will demonstrate appropriate presentation skills.
- Students will be increasingly able to adjust and cope with change.
- Students will be able to functionally use their knowledge learnt within all Functional Skills.
- Students will develop manipulative skills.

- Links with future day/residential placements will be developed to enable students to achieve a smoother transition into adult life.
- Students will develop an understanding of their place in the living world in relation to the past and present including their local communities.
- Student's knowledge and understanding of the natural and manmade world and its resources will be developed.
- Students will appreciate and enjoy the expressive arts.
- Students will develop an awareness of the inner self and acquire insights into the wonder of the world by developing an appreciation of the world and its people.
- Students will have opportunities to explore, select and safely use appropriate materials for specific purposes.
- Students will experience and appreciate the language and lifestyles of other cultures.
- Students will explore the effect their actions may have on their environment.
- Students will be able to utilise the knowledge, understanding and skills gained to enhance their lives as adults.
- Students will develop moral and spiritual awareness.
- Students will work towards managing independently in a range of personal and community activities, demonstrating understanding of the needs of themselves and others.
- Students will achieve as high a degree of personal independence and safety as possible.
- Students will develop positive values, decision-making skills and an acceptance of responsibility.
- Students will develop skills of self-advocacy.
- Students will develop skills to make and communicate informed choices.
- Students will become involved in a range of social interactions with familiar people and in their local communities.
- Students will be able to anticipate routines recognise and have control over patterns in their lives.
- Students will develop their ability to plan, carry out and evaluate a range of activities in their immediate and community situations.
- Pupils will demonstrate an understanding of cause and effect in their own lives and those of others.

We strive to ensure our pupils achieve to their highest level of ability in order to develop into happy and confident young adults who can take their place successfully in the wider world.

Signed..... Date.....

Head Teacher

Signed..... Date.....

Chair of Governors

Autumn 2018

To be reviewed Autumn 2020