



Firwood Learning Handbook 26 - 27



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Display / The Learning Environment Guidance at Firwood

Our environment here at Firwood should continuously reflect the daily practice that our pupils receive and that we are aspirational in our commitment to them. The environment is also often the first impression that our visitors will have and indeed comment on. Our school needs to reflect the aspirations we have for our pupils and part of that is having an outstanding meaningful learning environment and so with this in mind here are some guidelines to displaying pupil's learning / signage / information boards etc.

Every classroom should have:

- **An ILP board:** Students ILP's should be displayed clearly. Please ensure they are current and up to date every term. They should be all in one place that can be easily identified. Best practice will have these as a working document with opportunities for staff to use/annotate. Student one-page profiles will also need displaying and available for new staff/visitors to read.
- **A communication board:** where communication profiles are visible, alongside the blank level questioning documents and support. Communication profiles and supporting question mats should be used and referred to. Communication boards for Maths, colours, shapes, choice boards etc should be visible, alongside symbols to support Teaching and Learning.

Firwood Essentials in place:

- **Individual Communication Aids/Books** to be used and available at all times.
- **Personalised routines / positive rewards systems** to be used and modelled – in line with behaviour and strategy plans.
- **Door picture** with all pictures of staff and students and class name.
- Student's work should be displayed. **'WOW' boards of students learning** and excellent pieces of learning to be present where possible. Please ensure that all annotation is in line with marking policy.
- Where possible and appropriate **symbols** are to be used. Symbolised writing is preferred to normal text.
- **Sensory regulation boards / equipment or space** to be available for student needs if appropriate.
- **Red files stored securely and regularly updated.**
- Positive behaviour strategies boards to be displayed where appropriate. Individual student IBP's and strategy plans to be printed and visible.
- **Pictures** of students should be large and accessible – A4 size.
- Interactive displays are encouraged – to engage and appropriately support the learning environment in the classroom. This could include the use of questions/ post cards/ interactive tasks.
- Ensure that your displays are current and that they reflect our calendar of events.
- Every member of staff is responsible for their corridors/hygiene rooms around their classroom – maintaining them to a high standard. Cupboards cleaned termly – all boxes in cupboards to be checked and cleaned termly.
- Food in classrooms must be securely stored and placed in a sealed box. Always kept in original packaging to ensure best before dates and ingredients are accessible.
- **Visible information on allergy's must** be clearly displayed.
- Any damage should be reported to site immediately for repair or removal – site@firwood.bolton.sch.uk
- Learning hubs (side rooms) should be purposeful, engaging and tidy. Students should be able to access these to support with learning.
- Personal belongings of staff should be labelled and returned home after use.

Teaching and Learning Essentials

Teaching and Learning is at the heart of everything we do here at Firwood. We have high expectations of our young people and we believe that they deserve the very best opportunities to ensure we are continuously working towards them achieving and exceeding predicted destination outcomes. We have some essentials that must be in place when planning and delivering teaching and learning.

Every student should have:

- **A personalised ILP:** Students ILP's should be displayed clearly. Please ensure they are current and up to date every term. They should be all in one place that can be easily identified. Best practice will have these as a working document with opportunities for staff to use/annotate. ILP targets are to be taken from the Destination Outcomes Booklet.
ILP targets can be tweaked and made bespoke, using EHCP annual targets and other professionals input, as a baseline/guide. All ILP's will be added to *Evidence for Learning* and reviewed by a member of SLT.
- **A Learning Journey:** Every student needs a learning journey, where work can be stored. Worksheets must be on A3 and printed in colour. All learning must be accessible and Widgit used where appropriate. Please ensure every folder has a front cover and dividers for each strand of learning.

Every class lead should have the following in place and displayed:

- **Class timetable** outlining allocated slots for different strands of learning.
- **Door picture** with all pictures of staff and students and class name.
- **Red files** for every student – kept up to date with medical information, behaviour plans and anything relevant to the student's needs. To be read termly as a class team.
- **Reading book box** to encourage and promote the love of reading.
- **Communication boards** - Blank level question mats to be displayed and usable

Teaching and Learning documents

- Blank lesson plans available on the system – can be used for lesson observations and short-term plans.
- MTP booklets for every strand of learning – printed and accessible.
- Learning sheets – printed on A3 and using the format on the system. All learning sheets must have a clearly written Learning Intention and opportunity to capture Student Voice, SMSC and if possible a space for some form of feedback.

Documents can be found: X:\Teacher Shared\Staff\TEACHING AND LEARNING

Class Timetables

All class timetables need to be saved in [X:\Teacher Shared\Staff\TEACHING AND LEARNING\Class Timetables](#)

SLT will give the individual class timetables to teaching teams at the start of the year.

Classes are expected to have a breadth of coverage of all strands of learning. Coverage can be spread across the week in whichever way the teacher feels is best for their students. Coverage must include an even spread of areas. Daily Phonics/Reading to be in place.

Coverage needs to be spread accordingly depending on specialist rooms and PPA.

Specialist room timetables will be organised in September and classes can sign up for different rooms each term.

The morning period is to be used for breakfast, reading/phonics (Foundational Knowledge) and the good morning routine, along with sensory circuits and individual sensory diets if appropriate.

The end of the day routines are to be used for relax, choose time, updating Class Dojo and adding to Evidence for Learning.

Assemblies will take place as collective key stages. Information on assemblies are shared in September.

Best practice would be for class teachers to write weekly timetable plans – to support delivery of the curriculum and class team if there is absence. Weekly plans will have a breakdown of coverage and learning intentions, and will be displayed in the class. Please ensure you go through weekly plans with your team in your class planning time.

<u>Class Timetable</u>	<u>Good Morning</u>	<u>P1</u>	<u>P2</u>	<u>Break</u>	<u>P3</u>	<u>Lunch/PSD</u>		<u>P4</u>	<u>P5</u>	<u>P6</u>	<u>End of day routine</u>	<u>Transition time</u>
	9:00 – 9:30	9:30- 10:10	10:10- 10:50	10:50- 11:10	11:10- 11:50	11:50 – 12:25	12:25– 1:00	1:00- 1:40	1:40- 2:20	2:20- 3:00	3:00 – 3:10	3:10 – 3:30
<u>Monday</u>	Good morning routines Sensory circuits Reading Target work										Relax Choose time Class Dojo E4L	Transition to buses / parents
<u>Tuesday</u>	Good morning routines Sensory circuits Reading Target work										Relax Choose time Class Dojo E4L	Transition to buses / parents
<u>Wednesday</u>	Good morning routines Sensory circuits Reading Target work										Relax Choose time Class Dojo E4L	Transition to buses / parents
<u>Thursday</u>	Good morning routines Sensory circuits Reading Target work										Relax Choose time Class Dojo E4L	Transition to buses / parents
<u>Friday</u>	Good morning routines Sensory circuits Reading Target work										Relax Choose time Class Dojo E4L	Transition to buses / parents

Recording Learning Pathway Guidelines

Learning can be recorded using Learning sheets (templates provided), Teacher made worksheets, E4L (videos/images) or by filing physical learning in Learning Journeys, such as artwork etc.

A E4L stamp can be used on learning to demonstrate that it has been recorded on E4L. If this is present feedback does not need replicating on the physical sheet.

The aim is for 5 pieces of evidence per ILP Target – this can be pictures/videos/learning sheets or professional statements – across every assessment period.

Strive

- Learning sheets used to capture physical/paper based activities
- Premade learning sheets can be used for learning – they do not need to be on Firwood learning sheets – but a date and learning intention should be added. For example Maths addition sums can be used directly from a downloaded worksheet – without the need to transfer on to a 'Firwood Learning Sheet'.
- Learning sheets do not need to be photographed and added to E4L if not directly related to a target/progress made towards a target.
- Learning journey will be more heavily weighted, due to the nature of the T&L approach and curriculum content.
- A minimum of 3 pieces of photo/video evidence to be captured towards each target (no more than one per week) – showing a beginning, middle and end – this should be clearly demonstrating progress towards the target.

Inspire

- Learning to be captured as outlined above – however, this may be less frequently used as practical/sensory approach to curriculum delivery will be more appropriate in general.
- Evidence for learning can be an electronic Learning Journey – this will capture more practical and sensory activities. Learning uploaded does not need to be related to targets, and targets not to be linked, unless showing direct progress.

Thrive

- Evidence for learning can be an electronic Learning Journey – this will capture more practical and sensory activities. Learning uploaded does not need to be related to targets, and targets not to be linked, unless showing direct progress.
- Comments and recording should include reference to the Engagement Model.
- Learning Journey's may not contain much physical paper based learning, but can include student learning such as art work.
- There should be an increased use of E4L.

Marking/Feedback Policy

Policy Development & Consultation

Firwood staff has contributed to the development of this policy during staff and curriculum meetings, and have been consulted throughout the process.

Philosophy

This document provides Firwood School's rationale for marking/feedback as well as our aims and procedures for consistent marking throughout school that reflects the individual needs of our students. ***This policy has been updated in line with changes to our curriculum and assessment, using Evidence for Learning.***

Marking/feedback is a form of assessment which should inform both teacher and students of how well they have achieved in relation to the Learning Intention – it should be meaningful and have impact. Marking/feedback is a means of assuring students that we value their work, to identify any areas of development as well as to inform students and the teaching team what a child's next step should be. Marking/feedback should form part of a dialogue between the student, the class teams and, if appropriate, their peers. It should be an embedded part of the teaching and learning process, not a separate activity. All marking/feedback should be positive in tone and focus directly on the learning intention and the success criteria of the lesson.

Intent

Marking and feedback should enable us:

- To show that we value student work and encourage them to do the same.
- To boost self-esteem and aspirations, through use of praise and encouragement.
- To give a clear general picture of how far they have come in their learning, and what the next steps are.
- To offer students specific information on the extent to which they have met the lesson intention, and/or the individual target set for them.
- To gauge their understanding, and identify any misconceptions.
- To provide a basis for summative and formative assessment and individual tracking of progress.
- To provide the ongoing assessment that should inform future lesson planning.

Implementation

- Student learning will be captured using the learning sheet format shared with staff – this is to support capturing of learning on the Evidence for Learning platform.
- All students learning should be marked in pen (blue or black); writing should be neat and legible.
- All students learning should be dated.
- Best practice is when students are involved in their learning experiences by a range of opportunities.
- Learning Intentions should be shared and recorded within the lesson and on the student's recorded learning.
- All comments should be positive in nature, and give recognition and praise for achievement.
- All comments should relate directly to the learning intention of the lesson for each individual student.
- Assessment should be linked to the learning intention, and where possible to ILP targets if appropriate.

- Best practice is when there are links made to their EHCP targets.
- Oral feedback at the time of learning should also be given as it is a means that allows our students to access their own achievements.
- If appropriate, SMSC links should be clearly identified.
- All supply staff and students/trainees to initial the comment they have written. Class team to moderate any marking completed by Supply / trainees to ensure policy has been adhered to and of high standard.
- If appropriate, comments should indicate the level of support the student required to complete the task.

When using Evidence for Learning – comments made should include:

- Description of learning and how the student accessed this.
- Achievement towards ILP/EHCP target – E.G. was it achieved? What support was needed? In what way was the Teaching and Learning adapted?
- Language referring to progress of skills using MAPP descriptors.
- A comment related to the next step should also be recorded. This needs to be explicitly recorded using the terminology 'Next Step'. A next step may be aimed at encouraging Pupils to develop their understanding on the learning intention that they are currently working on, provide specific guidance on how to improve and/or inform the pupil of their next stage of learning (this can be skills based). This should be used as a key learning point for future lessons.

Specific marking procedures

If using abbreviations please make it clear in the annotation what the pupil has or has not done independently:

- VP – Verbal Prompts
- HoH – Hand over hand
- PP – Physical Prompt
- I – Independently
- 1:1 – supported learning by an adult
- WS – With Support (please be clear what the support was and the extent of the support)

Organisation

All members of the teaching team are responsible for marking student's work in accordance with this policy with high standards of literacy and grammar throughout.

Personnel Involved

- The Class Team – these are the **key** people who ensure the marking of student's work on a daily basis is in line with this policy.
- The Assessment Recording and Reporting co-ordinator – is the person who is responsible for ensuring the policy is relevant and implemented across the school. The co-ordinator will meet with staff to review procedures to ensure that they are a true reflection of practice. The ARR co-ordinator will ensure that documentation and requirements are kept under review in the light of Government regulations.
- The ARR lead, Jenny O'Neill, is the person with overall responsibility for the marking at Firwood School, however all of SLT will be involved in the ARR process.

Evidence for Learning Guidelines



Philosophy

This document provides Firwood School's rationale for the implementation of Evidence for Learning, as an assessment tool, as well as our aims and procedures for consistent marking and tracking of progress throughout school that reflects the individual needs of our students.

These guidelines will work alongside our Marking/Feedback policy to ensure consistency for our student's and staff. The guidelines will need to be applied to all learning captured on Evidence for Learning.

Intent

Evidence for Learning should enable us:

- To capture student learning and achievements – in the form of photos and videos.
- Comment on the progress made by individual students, towards ILP or EHCP targets.
- To boost self-esteem and aspirations by capturing wow moments.
- Share achievements and progress with parents.
- To give a clear general picture of how far they have come in their learning, and what the next steps are – in relation to specific targets set by the team.
- To provide a basis for summative and formative assessment and individual tracking of progress.
- To provide the ongoing assessment that should inform future lesson planning.

Implementation

- All students should have their ILP's transferred on to Evidence for Learning.
- Baseline dates will be set and shared with staff. In this time one piece of learning for every ILP target must be recorded and it must be given a grade on the MAPP scale.
- **There is an expectation of a minimum of five pieces of evidence, per target, per student every term– in order to build a thorough picture of learning and progress.**
- There will be a two-week window for data collection – in this time one piece of learning/a professional statement must be recorded for every target, for every pupil. This will be assessed again using the MAPP assessment scale.
- Where appropriate student learning should be supplemented using the Learning Sheet format and stored in a Student's Learning Journey folder.

When using Evidence for Learning – comments made should include:

- Intention – learning intention or outcome desired from their learning.
- Description of learning and how the student accessed this.
- Achievement towards ILP/EHCP target – E.G. was it achieved? What support was needed? In what way was the Teaching and Learning adapted?
- Language referring to progress of skills using MAPP descriptors.

- A comment related to the next step should also be recorded. This needs to be explicitly recorded using the terminology 'Next Step'. A next step may be aimed at encouraging Pupils to develop their understanding on the learning intention that they are currently working on, provide specific guidance on how to improve and/or inform the pupil of their next stage of learning (this can be skills based). This should be used as a key learning point for future lessons.

Impact

- Student learning will be clearly captured using photos and videos, supported by staff comments and feedback. Learning can be seen through the Evidence online and in the Student's Learning Journey.
- Progress can be shared with parents using Evidence for Learning.
- Progress will be monitored and assessed using the MAPP scale.
- All staff will be trained to use Evidence for Learning to capture progress.
- Evidence for Learning will be used in Book Look and Pupil Progress meetings as a way to ensure accountability for student learning each term.



E4L comments template

1. INTENTION

Write the learning intention OR write what the aim of the learning was.

- E.g. In our Discovery lesson MJ was asked to recognise and identify coins to £2. This was our first lesson recognising coins.
- E.g. Learning intention: to recognise and identify coins to £2.

2. IMPLEMENTATION

What was the lesson input? How was it modelled/scaffolded? What support was given?

- E.g. Initially all students received input on recognising different coins, as a class we went through each coin and students were asked to find and identify it from their own piles. The learning task was to sort coins from 1p to £2. The students were first asked to match coins to the corresponding picture. This was modelled before MJ attempted it. They were then asked to find a coin without a visual aid.

3. IMPACT

What was achieved?

- E.g. He was able to match the coins to the correct picture, once initial modelling had taken place. He did this fluently and accurately with no prompting. When verbally asked to find a coin on request, he needed some prompting to find all coins correctly– 20p and 50p need further consolidation.

"Learning without limits"

We use Evidence for Learning to create online Learning Journeys, capture and record progress of targets and a space in which to add and record our data. All help sheets and information guides can be found in:
O:\All Shared\Staff\1. Evidence for Learning

Foundational Knowledge at Firwood

Firwood Curriculum Intent, Implementation and Impact

Intent

At Firwood we have worked hard to ensure our curriculum is meaningful and relevant to the needs of every student. We want all students to learn without limits. We encourage students to enjoy learning and aim to ensure this prepares them for life as a long-term goal. At Firwood we use pathways and specialist approaches with clear purpose. Our pathways work alongside one another to offer a tailored and adaptive response to the needs of our learners, whilst still offering the same curriculum in an inclusive and supportive way. Our curriculum is age-appropriate and includes diverse experiences, texts and learning opportunities. We ensure we are responsive to student's specific needs, with targets from education, health and care (EHC) plans weaved through our curriculum, as a golden thread running through everything we do.

We consider parents/carers priorities for pupils and build in opportunities for this within the curriculum, to ensure we work in partnership with parents/carers to build on the skills needed for our students to live a life which meets their aspirations. Targets and aspirations from parents are included on personalised learning plans. To further support our students holistically, we include targets set by other professionals, such as speech and language therapists or occupational therapists. Specialist input is woven in to the daily life of our students, and we dedicate curriculum time to supporting our students with these goals. Whilst we are adaptive, responsive and ensure our curriculum caters to the different needs of our students, we also ensure that the curriculum promotes literacy, numeracy and good communication at all times, as a core focus. We have a further focus on prompting independence, where appropriate and supporting the Preparing for Adulthood agenda to ensure student's meet their destination outcomes.

Implementation

Our curriculum is highly personalised and creative and is led by outcomes that will make a difference to our students. Our learners are placed into one of three pathways, all of which run alongside one another, following the same thematic approach and strands of learning. Each pathway however offers a different pedagogical approach to learning, in order to respond and adapt to student needs. Such a flexible and adaptable curriculum model informs personalised learning pathways for pupils whose learning may be at an experiential, contextual or discrete/concept level. The pathways are all interchangeable and there is fluidity between the pathways to allow students to move across pathways where appropriate. Students may have their own personal timetables and individual strategies and interventions are described in class planning. Our accreditation offer supplements this, and bespoke/personalised accreditation is sourced and offered if appropriate.

The five core areas of learning at Firwood for KS3 and KS4 are Communication, Discovery, Movement, Independence and Enrichment. These strands of learning all ensure there is a broad and balanced coverage of the national curriculum framework, where appropriate for our learners. We ensure a long-term overview in every area encompasses all areas of learning which will ensure our learners get a breadth of experience. Curriculum teams map out coverage of National Curriculum subject areas which are linked to our long-term thematic overview. The subjects are then weaved holistically into different lessons across each strand, as subject specific learning is not beneficial or appropriate for our students.

Students at Firwood High School have learning difficulties which cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. As such, students need an adapted pace of learning to allow time for consolidation and ensure understanding. We ensure in our learning we give adequate time to re-cap and re-visit essential skills and knowledge, building upon learning in a logical and practical way.

Our adapted and personalised curriculum not only encompasses an age-appropriate and creative approach to thematic study at KS3 & 4, but a real, relevant, broad and balanced sixth form curriculum. We aim to prepare our learners for life beyond Firwood, with a focus on preparing for adulthood from KS3. Our Preparing for Adulthood curriculum in the sixth form draws upon the themes and prior learning which have been woven through KS3 & 4.

Each pupil follows an Individual Learning Plan (ILP). EHCP targets are central to this learning plan, and they work alongside the skill-based targets which are chosen for each area of the curriculum. The EHCP targets inform the Individual Learning Plan (ILP). During the Annual Review process, and throughout the year, we work closely with families to ensure all targets are inspirational and meaningful. Individual Learning Plan targets are set by the class team, in liaison with multi agency partners and in consultation with parent/career aspirations.

Formal assessment takes place every term, using a lateral progress measure: MAPP. Students are assessed on skill-based targets, along a continuum scale from 1 – 10. Progress is measured across for areas for every skill; fluency, maintenance, generalisation and independence. Students have varied opportunities through the curriculum to achieve these targets. This includes academic learning, social emotional and sensory development and a range of specialist interventions including MOVE, Sensory Profiles and intervention and accreditation opportunities.

Both formal and informal assessments are captured and evidenced in Evidence for Learning and may be recorded and celebrated as qualifications from nationally recognised awarding bodies such as AQA and ASDAN or in-house awards and celebrations of achievement. Our accreditation offer is bespoke and tailored to each pathway and will encompass what we believe our students need and can achieve through the vehicle of the curriculum.

Impact

We believe that by offering a personalised and responsive curriculum we will be able to support our students in achieving their destination outcomes. We hope to ensure every student who attends Firwood has a breadth and variety of experiences, within their school community and in the local community where appropriate. We hope to embed lifelong learning, which supports our students to live as independently as possible, supporting their ability to communicate their own wants/needs/desires. We work alongside parents to ensure that the impact of our curriculum and offer here at Firwood supports the whole family, with support from our extensive multi-agency partnerships. We hope to remove as many limits as possible for our students, to ensure that every student reaches their full potential.

KS3/4 Curriculum Overview

Delivery of the curriculum to respond to individual needs and adapt to students. Differing pedagogical approaches to the curriculum delivery is seen through our pathways model. The three pathways work interchangeably to allow fluidity and movement where appropriate.

Strive Pathway

Our Strive learners will be given discreet and further opportunities to experience learning outside of the curriculum to support their destination outcome. Strive learners will follow a more formal curriculum to support their needs, with a focus on literacy and numeracy throughout their learning. The accreditation offer will be bespoke to reflect student interests and abilities.

Learners identified on the Strive pathway may be learners who would benefit from further experiential learning (the ability to learn through experience, trial and error, and observation. Learners on this pathway may have discreet opportunities to prepare them for adulthood/employment if appropriate.

Inspire Pathway

Driven by the specific needs and abilities of students from **P4 onwards**.

Pupils with SLD are still **learning how to learn**. Essential to offer opportunities for them to develop **life skills and independence**.

Designed specifically for their needs – not a differentiated version of the National Curriculum. Subject specific learning (SSL) – discrete teaching of subjects is no longer appropriate. Research suggests after the age of 8/9 SEND learners do not benefit or flourish within the confines of the National Curriculum.

SLD learners may not learn or make progress in a linear way – therefore we must recognise **that lateral development or maintaining skills is outstanding progress for some students in this pathway**.

Within our Inspire pathway we have our Therapeutic offer. This is for our students who need a more structured pace, with regular sensory breaks and an adaptive curriculum. Inclusions opportunities are included in the afternoon with cross curricular opportunities, using specialist teaching rooms.

Thrive Pathway

Learners require **multi-sensory, holistic and play based curriculums which are highly personalised to each individual learner**.

PMLD learners may have difficulty communicating high levels of support needed, complex health needs, postural management and challenging behaviours.

Core curriculum offer needs to encompass personalised support for essential areas of child development – communication, thinking, movement, and independence/social development.

Learners need **careful and close observation to determine achievement and engagement – linked to the engagement model**.

Curriculum is tailored to the child's response and interaction with stimulus, their preference for sensory stimulus and looking for early responses.

Engagement is multi-dimensional – exploration, realisation, anticipation, persistence, initiation – using the engagement model observation proformas to look at progress.

Strands of learning by which the curriculum is organised and taught. Long term thematic overview in place to ensure broad and balanced coverage of suitable topics relevant to the experiences and needs of our students. Each strand incorporates and blends the national curriculum, to ensure breadth and depth of specific subjects and appropriate coverage. Close links to EHCP outcomes to create holistic approach to target setting.

Communication

Phonics

Reading

Speaking & Listening

Writing

Individual communication development and support

Mathematics

Number

Using and applying mathematics

Individual mathematics development and support

Movement

Individual movement development e.g. postural management routines and development of fine/gross motor skills

PE

Dance

MOVE sessions

Hydro

Rebound

Independence

RE

PHSE

RSE

Life skills / work experience

Food Technology

Discovery

Exploration of different topics combining:

Science

Humanities

ICT/Computing

Enrichment

Art & Design

Music & performance

Outdoor learning

Assessment of Learning – linked to outcomes from EHCP which support ILP targets – based on skills to support areas of need. MAPP to assess lateral progression and building of skill through the curriculum delivery. Evidence for Learning will be used to capture learning, progress and evaluate MAPP data.

EHCP

MAPP

ILP

Sixth Form Curriculum Overview

Delivery of the curriculum to respond to individual needs and adapt to students. Differing pedagogical approaches to the curriculum delivery is seen through our pathways model.

Strive Pathway/Vocational

Our Strive and Vocational learners will be given discreet and further opportunities to experience opportunities outside of the curriculum to support their destination outcome. Strive learners will follow more formal curriculum to support their needs.

Students identified on the Strive/Vocational pathway may be students who would benefit from further experiential learning (the ability to learn through experience, trial and error, and observation) and may be given opportunities for further extra curricular opportunities, as well as challenges throughout the Thrive curriculum.

Inspire Pathway

- Driven by the specific needs and abilities of students from **P4 to NCL1**.
- Pupils with SLD are still **learning how to learn**.
- Essential to offer opportunities for them to develop **life skills and independence**.
- Designed specifically for their needs – not a differentiated version of the NC.
- Subject specific learning (SSL) – discrete teaching of subjects is no longer appropriate. Research suggests after the age of 8/9 SEND learners do not benefit or flourish within the confines of the National Curriculum.
- SLD learners may not learn or make progress in a linear way – therefore we must recognise **that lateral development or maintaining skills is outstanding progress for some students**.

Thrive Pathway

- Learners require **multi-sensory, holistic and play based curriculums which are highly personalised to each individual learner**.
- PMLD learners may have difficulty communicating high levels of support needed, complex health needs and challenging behaviours.
- Core curriculum offer needs to encompass personalised support for essential areas of child development – communication, thinking, movement, and independence/social development.
- Learners need **careful and close observation** to determine **achievement and engagement**
- Curriculum is tailored to the child's response and interaction with stimulus, their preference for sensory stimulus and looking for early responses.
- **Engagement is multi-dimensional – exploration, realisation, anticipation, persistence, initiation – using the engagement model observation proformas to look at progress.**

Strands of learning by which the curriculum is organised and taught. Thematic overview to ensure broad and balanced coverage of suitable topics relevant to the experiences and needs of our students. Strands which incorporate and blend the national curriculum coverage of subject specific requirements. Close links to support EHCP outcomes.

Friends and Relationships

- PHSE
- RSE
- Life skills
- Communication
- Relationship understanding/development

World of Work & Enterprise

- Employment skills
- Labour market information
 - Life skills
- Opportunities to promote leadership and independence in and out of school

Life and Living

- Life skills.
- First aid
- Independence skills
- Personal care
- Personal safety
- E-safety

Community

- Life skills
- Community understanding
- Community involvement
 - Current Affairs
- Labour market Information

Health and Wellbeing

- PE
- Art
- Food Technology
 - Design
- Team building
- Development of talents/skills/interests

Maths and English

- Functional Skills
 - Number
 - Shape
 - Money
 - Geometry
 - Measure
 - Writing
- Speaking and Listening
 - Reading

Assessment of Learning – linked to outcomes from EHCP which support ILP targets – based on skills to support areas of need. MAPP to assess lateral progression and building of skill through the curriculum delivery. Evidence for Learning will be used to capture learning, progress and evaluate MAPP data.

EHCP

MAPP

ILP

Reading Essentials



Reading is an integral part of the curriculum and daily learning experience at Firwood. We weave reading into everything we do, in every aspect of the Learning Journey. Reading is about words, symbols, objects of reference, accessing the world around us in whatever form is appropriate. We want all of our young people to develop reading skills and a passion and love for reading in every form.

Every classroom in Firwood should:

- Promote daily Reading as part of the morning routine – this can take the form of Phonics, Class Reading, Sensory Stories, Signalong videos, Teacher reading, audiobooks etc.
- Ensure every student has a reading file which contains an appropriate book – linked to their phonics stage and reading level. Every student should have a minimum of three recorded 1:1 reading session recorded in their journal. Comments should be reflective of targets where appropriate.
- Reading box / area – filled with books for students to choose and read for pleasure. Each year team will have 6 boxes which can be swapped and rotated half termly to give each class a variety of books for students to read across the year.
- Baseline students in September and re-evaluate progress towards Reading as outlined the ARR calendar in the summer term.

We use the Ann Sullivan Phonics for SEND scheme to support our baselining and teaching of reading. All resources and training materials can be found in: O:\Teacher Shared\Staff\CURRICULUM\1. Curriculum 2024\Phonics for SEN

Communication Essentials

Every classroom in Firwood should:

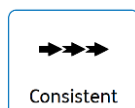
- Promote a 'Total Communication' approach.
- Ensure individual communication aids/devices are accessible and used consistently and effectively.
- Have a communication display board – clearly displayed communication profiles for every student and blank level question mats.
- Have Communication Essentials displayed – as shown below.

 Firwood Communication Essentials	
Classroom Communication Boards	• Pupil communication charts displayed with current picture and first name only • Golden communication rules displayed • Blank Level Colour coded Questions 1-4 displayed
Pupil Voice Mats	• Blank Level 1- 4 colour coded pupil voice mats on display and used with pupils
Key Word Bundles	• All staff to use and wear key word bundles on lanyards
Visual Timetables	• All classroom to have visual timetables with symbols taken down after each session • Finished box / pouch is ESSENTIAL • AM/PM visual timetables to be displayed singularly not altogether
Days of the Week	• Colour coded days of the week to be used in class • Matching sensory boxes for days of the week
Vocabulary Boards	• Use symbol vocabulary boards to support learning in lessons • Core vocabulary boards to be accessible at all times
Displays	• Use symbols to identify area of learning and content of display
Objects of reference	• Use objects of reference to support learning
School Rules	• School rules to be displayed in A3 format in class

The Key to Communication at Firwood



Communication must be inclusive enough to ensure all students have the opportunity to communicate in their preferred method.



Communication opportunities in school must be consistent in their availability, their approach and what they offer.



Communication opportunities in school must encourage students to develop their independence skills in all areas.



The communication offer in school must provide opportunities for students to develop and extend their communication skills.

Behaviour Guidelines

Every classroom in Firwood should:

- Print all Individual Behaviour Plans and Strategy Plans and ensure they are clearly displayed.
- Review all plans termly in a class planning meeting. Reviews can take place sooner if behaviour changes or there is appropriate need to amend the plan.
- Recognise and celebrate Star of the Week.

Places to ask for further support:

- MLT / Member of SLT
- Previous class teacher/class team
- Team Teach tutors

All of these people can be invited to a behaviour planning meeting and contribute to IBP's or ISP's.

Guidance on logging and reporting behaviour:

At Firwood we use CPOMS to record behaviour. Any member of the class team can log a behaviour incident. All staff will have a log in, Please log Level 3 Behaviour incidents. Level 1 or 2 behaviour incidents can be recorded if it demonstrates a change in behaviour or an interaction which you believe needs recording and monitoring.

For any physical or restrictive intervention the appropriate box needs to be ticked on CPOMS and the form which appears needs completing. This is a legal requirement.

Level 3 Incidents These are challenging behaviours where the student is considered to be in crisis and where his / her anxieties have peaked. In this case staff may have had to clear a room to protect other students and staff from being injured or if a Physical Intervention has taken place. Behaviour reports should record the situation (date, time, location, staff involved), give a factual account of the incident using non-emotive language, which de-escalation strategies have been used as well as specifying any physical intervention techniques and any information around what may have triggered the behaviour (if known).

- All other behaviours recorded in class planning books if required.

Rewards and recognition:

- Star of the Week to be awarded in class – celebrated with a certificate and displayed in the classroom.
- Certificates to be handed out appropriately each week in class/assembly.
- Personalised and bespoke reward systems in place for students who require this E.G. Working Towards Charts.
- At the end of each assembly there will be the following prizes/certificates handed out – Star of the Week per KS and sports person per KS. The person responsible for planning the assembly must ask for nominations prior to assembly. They are responsible for printing certificates and collecting the sports medals.
- Throughout the week if you feel there has been a 'WOW' moment or an outstanding achievement that needs celebrating – please arrange a visit to the Head of School.

Sensory Profiling Guidelines

Every classroom in Firwood should:

- Display sensory profiles for individual students in classrooms.
- Sensory regulation stations to be available in class for students to access.
- Sensory circuit symbol boards to be displayed and accessed by students.
- Sensory circuits to be adapted and used daily per class.

Sensory Circuit resources will be given to each class. Symbols and boards will be distributed by the sensory team.

Places to ask for further support:

Sensory profiling practitioners-

- David Hartley, Steph Trainer, Catherine Leeson, Ajanta Wilkinson

If you have a student/s that would benefit from a sensory profile please can you complete the checklist in the below folder and then save it back in into the folder.

X:\All Shared\Staff\Sensory Profiles

The folder will be monitored each week and we will get back to you when the assessment is complete.

Procedure:

- Student identified with sensory/behaviour needs
- Fill in sensory profiling questionnaire for identified students and save in the folder
- Designated key stage practitioner will book in a slot to come and observe identified student.
- Designated sensory profiling practitioner will complete assessment on identified student.
- Designated sensory profiling practitioner will produce sensory profile/ diet for identified student for class to follow.
- This should be shared with all the team in a class planning meeting.
- Saved in student area for future reference.

Learning Walk Guidelines

What is a learning walk?

A learning walk is an effective way of seeing a snapshot of learning across school and gives leaders of learning a key opportunity to visit classrooms and provide a cross sectional view of the teaching and learning taking place across the whole setting. Often, evidence from a learning walk is used in the School Improvement Plan (SIP) and/or Subject Development Plans to support future whole school development.

Each Learning Walk will focus on one aspect of provision within school, for example communication across the curriculum, use of technology in the classroom, questioning or specific subject areas. The walk is intended to be wholly supportive and constructive, in order to fully support whole school development and provide consistency of the teaching and learning offer across the setting.

How do I plan for a learning walk?

- Where possible, a time frame and date for the Learning Walk will be shared in advance. Please be aware that your classroom could be visited at any point during the given time frame for the learning to be observed.
- The key focus will also be shared with all staff before the learning walk takes place.
- It is useful for Learning Journey's and Learning Books/ Folders to be on display or to be easily accessible in the classroom, so visitors are able to access evidence of prior learning that has taken place in the specific focus area.
- Learning intentions for the lesson and/ or individual pupils, should be clear and accessible during the Learning Walk.
- During the learning walk visitors may want to discuss the learning taking place with both staff and students. Don't be afraid to talk to the visitors to give context to the lesson or to explain what is taking place when they enter the classroom. This is often very useful information and can help the visitor to really understand what is taking place in the classroom.

How will feedback be given?

- Whole school feedback will be gathered and given either verbally and/or in a feedback form.
- Individual feedback may also be given verbally but this will not be shared to the whole school.
- Feedback will focus on 3 main areas, **The 3 Cs**:
 - o **Continue** – In this section examples of best practice across school will be shared. This is intended to help all staff have a solid understanding of things that are going well throughout school within the specific area and things that should continue to take place in the classroom.

- **Consider** – Staff will be given examples of things that they are asked to consider, in order to develop practise within the classroom. Some examples of learning which may have only been seen in one or two classrooms, may be shared here, with the intention that this development area is introduced in more classes throughout school.
 - **Change** – In this section, we may evidence things that we saw that we would want staff to avoid doing in the future.
- Feedback is intended to be constructive and supportive in order to help staff to share best practise, work towards shared goals and to provide consistency across the setting.

VISIBLE PROGRESS

Checking for progress through the responsive and adaptive approach to learning.
Progress is checked throughout the lesson against learning objectives/outcomes/intentions
CYP are successfully developing the capacity to work independently and collaboratively

PUPIL ENGAGEMENT

Total communication approach
Promoting early writing and maths skills/functional literacy and numeracy
Evidence of extending vocabulary
A holistic approach to maximise pupil engagement
Life skills and learning linked to the preparation for the next stage of life/preparation for adulthood

ASSESSMENT

Assessment for learning supported visually
How is progress assessed in the lesson or beyond?
A wide range of recording evidence
Individualised pupil targets?
Individualised target setting?
Assessment is used to inform planning and target setting
Sharing of next steps

MARKING & FEEDBACK

Feedback focuses on learning and how to move the learning forward
CYP voice/CYP are helped to judge the success of their own learning
Comments relate clearly to learning outcomes/intentions
Feedback is positive and constructive



WINDOW INTO WOODBRIDGE

PROMOTION OF ACHIEVEMENT

Innovative strategies used to both stimulate and motivate CYP
Praise and rewards
Promotion of behaviour for learning and positive high expectations?
The culture should foster positive relationships and build CYP's confidence and resilience
Opportunities to celebrate learning

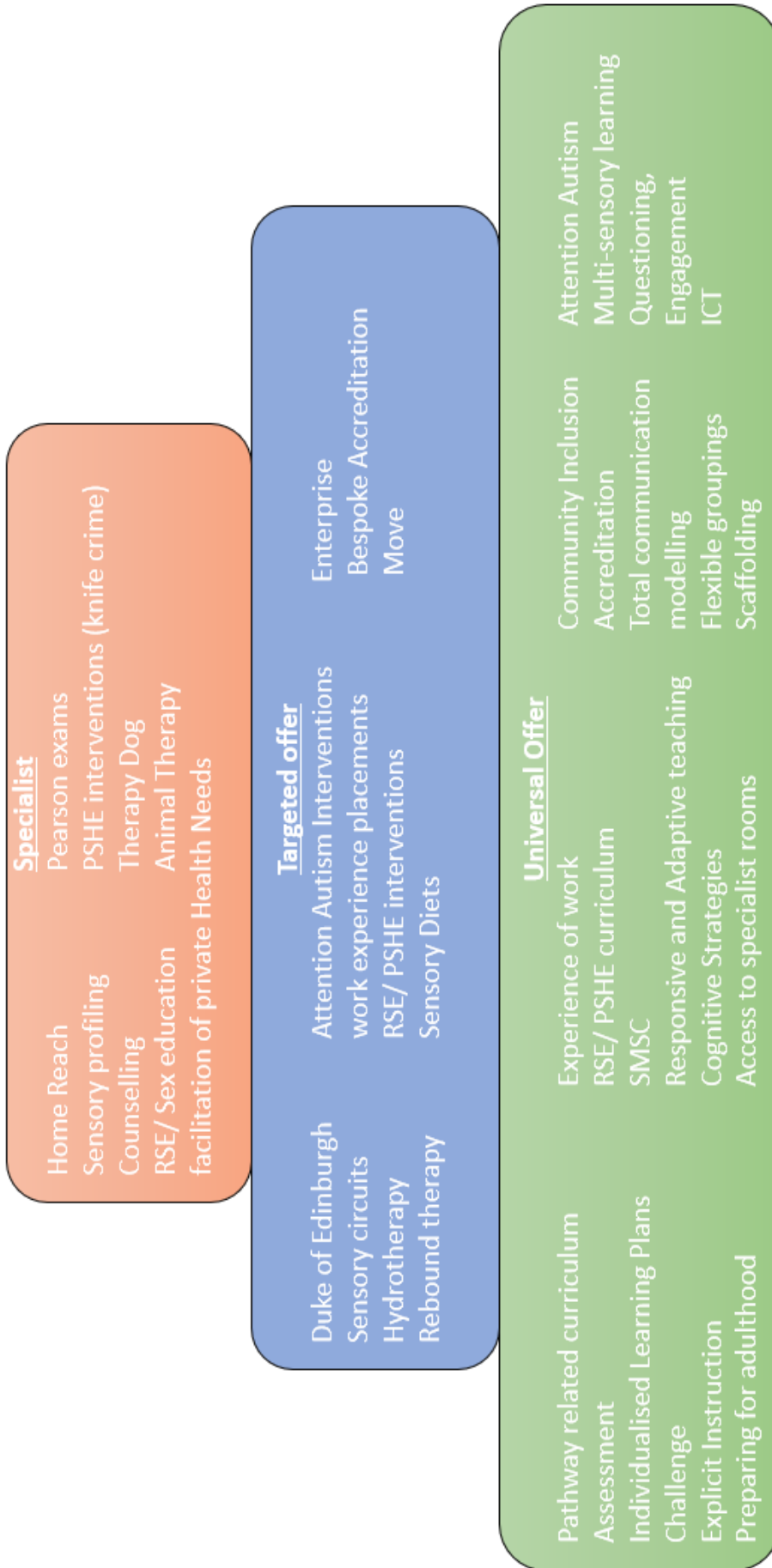
TEACHING & LEARNING

High level of engagement is set within the lesson
Learning objectives are central to the lesson- staff and children have a clear understanding of the outcomes of the lesson. These are personalised to each child's individual needs.
Effective, adapted and planned differentiated questioning
Structure, pace and organisation adds to the quality of learning and is appropriate for individual needs
Appropriate use of resources and technology that are personalised to suit each CYP
Secure subject knowledge of the curriculum working as an effective team
Clear modelling of written and spoken language

PROGRESS OVER TIME

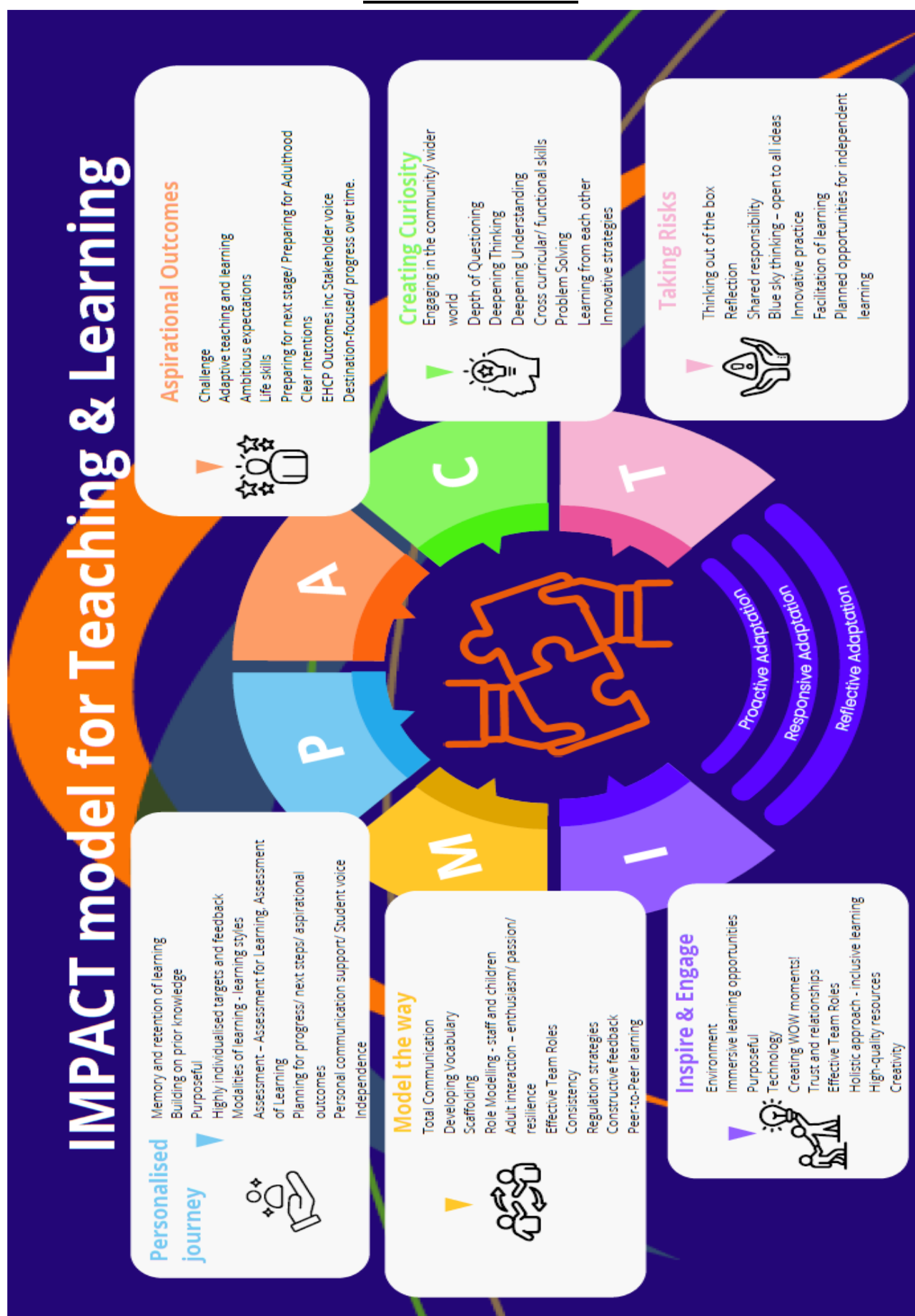
Evidence of learning outcomes and the purposeful use of Next Steps
Progress towards expected outcomes
Clear link to EHCP targets
Books and evidence reviews
Developed, sequenced and systematic progression with planned opportunities for revisiting previous learning
CYP can apply and use their skills/learning in different contexts
There is a clear link between learning and the schools overall curriculum intent
Parental contributions linked to life- long learning

Firwood Core Teaching & Learning offer



Firwood Teaching and Learning Offer

IMPACT Model



Firwood Blank Lesson Plan

A blank version can be found in the folder: O:\Teacher Shared\Staff\TEACHING AND LEARNING

This incorporates our four part lesson structure – Connect, Activate, Demonstrate and Consolidate



FIRWOOD LESSON PLAN

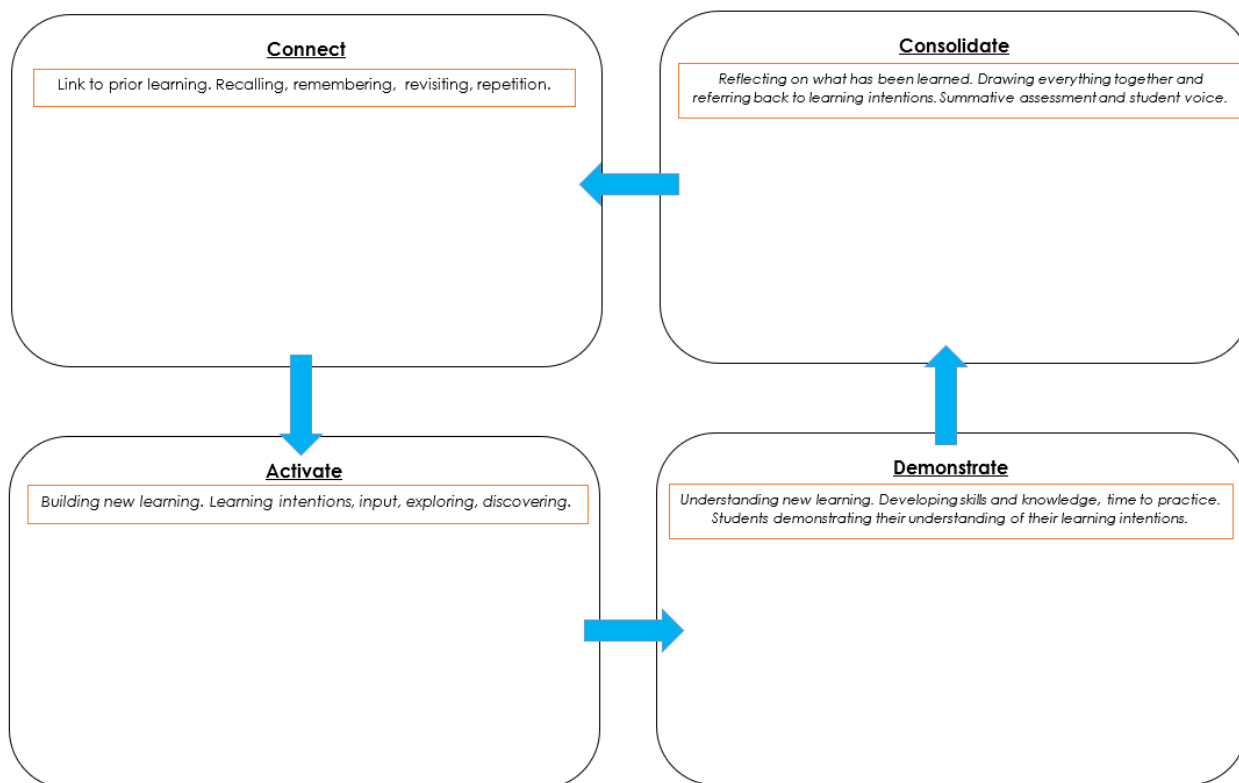


Term and Strand of Learning	
Class:	Day/Time:
Teacher:	
Teaching Assistants:	
Student information: - Include first names/initials of students. Area of need. PPG/EAL information. Support needed e.g. 1:1 or communication device. <i>E.g. UB: ASD, EAL, 1:1</i>	

Student / Groupings	Learning intentions	Success Criteria/Outcomes	Adaptions/Considerations

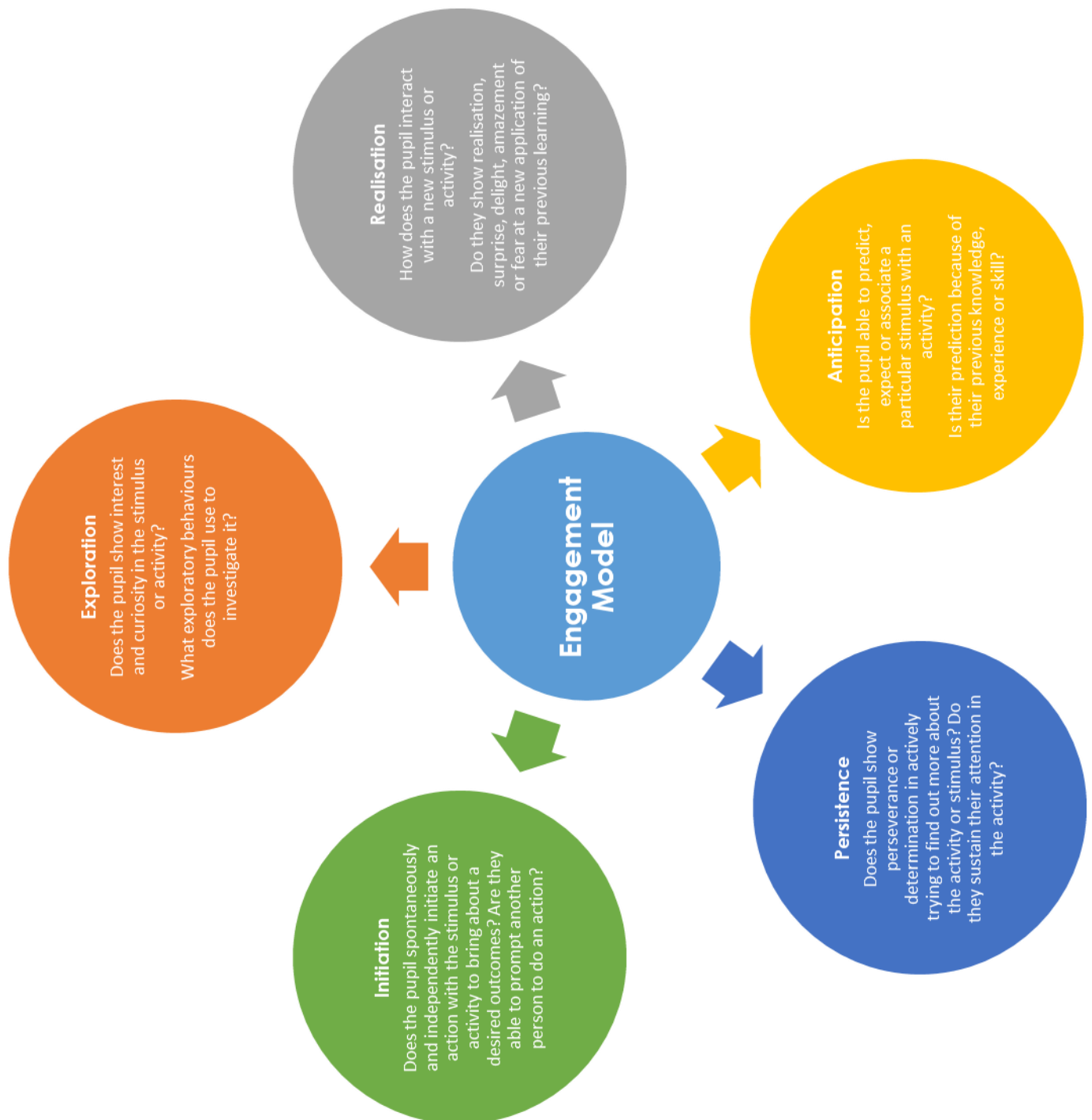


FIRWOOD LESSON PLAN



The Engagement Model

For our Thrive learners this should be referred to and used when making judgements and planning learning.



EHCP Guidelines

Teachers responsibilities:

- Reviewing EHCP targets and filling in the School Advice document as outlined in the EHCP calendar.
- Working towards EHCP targets - this can be done in a bespoke intervention session, weaved into the curriculum or embedded as part of the daily classroom routines.
- Preparing EHCP PPT for parents to show at the meeting.
- Updating the ILP's to reflect changes in EHCP targets where appropriate.

Recording and monitoring:

- EHCP School Advice document is our way of monitoring and recording progress against each EHCP target and outcome.
- Evidence towards EHCP targets can be captured on Evidence for Learning or in Learning Journeys.
- Quality assurance of EHCP's will take place and be monitored by SLT.

EHCP meetings:

- All relevant professionals will be invited to the meeting by Jemma Booth. She will update the School Summary document to reflect who is attending. She will attend the meeting and complete the meeting summary.
- All notes must capture discussions, achievements and concerns. Minutes must also include any actions that arise.

Class Planning Meetings – Top Tips and Expectations

Here are a few top tips for planning meetings. It is by no means an exhaustive list but may help any new school staff understand how our class planning meetings operate and overtime as your team grow will become more efficient and dynamic.

- ✓ Make sure you record what you have agreed / discussed.
- ✓ Some class planning meetings will have a specific focus – please direct your team and lead the session based on the focus which is calendared.
- ✓ Date when you have your meetings for you to refer back to if necessary.
- ✓ Use your meetings to communicate allocation of roles / tasks / who is responsible for what in the following week.
- ✓ Use your planning meetings to ask for advice / support. Use the strength and variety of skills within your team. At Firwood no one has to 'go it alone!'
- ✓ Allow for creative juices to flow, come with skeleton learning intentions, based on the MTP's, for each session and fill in the detail via discussion with your team. There is no substitute for enthusiastic excited teams.
- ✓ Use as an opportunity to review and preview what has gone before and what is coming next.
- ✓ Use your planning meeting to revisit any strategies on a behaviour plan especially if there are any changes to the typical week... (visitors coming into school / observations / Trustees / Learning Walks, Red Nose day, the list is endless !)
- ✓ Have an AOB section so all the team can raise issues if they need to including your lunchtime staff.
- ✓ Discuss how any events or changes to the timetable are going to impact on what you are planning to deliver the coming week.
- ✓ Be pro-active ... think ahead do some resources need shopping for / making to ensure the lesson is a success.
- ✓ Discuss any visits out / risk assessments.
- ✓ QA any supply staff that may have been into your class... have they marked / displayed the students' work to the same high standards that your team would expect?
- ✓ Plan for any practices in your timetable working backwards from the date – asking other classes for resources etc.
- ✓ **Celebrate what you have achieved and what you are about to achieve!**

Parent Communication

- Formal communication must take place via email or letters. All whole school letters will be sent via Class Dojo and will be printed to be handed out.
- Text reminders can be sent to parents. Please see the office if you would like this.
- Informal communication can be sent via Class Dojo e.g. asking for parents to send in spare clothes/more continence products etc.
- Please ensure any communication with parents that is significant or safeguarding related must be logged on CPOMS.



Class Dojo Protocols

What is Class Dojo?

Class Dojo is an app, which allows informal communication and an insight into the learning of students by providing a point of discussion outside of the classroom. This is done in a variety of ways, such as: photos, short descriptions of learning activities and videos. You may also send reminders through Class Dojo about wow days, trip payments or items needed for lessons etc. The images and information shared can only be accessed by parents, who have been provided with a login.

How should it be used?

- Class Dojo is also a great way for parents and the class team to communicate daily about students' welfare needs and to communicate with our multiagency team, who will also have access.
- Please be aware that Class Dojo should not be used for formal communication. If more formal communication is required this should be done through email, telephone call or face to face meetings.
- Teachers/Class Teams will only be accessible via Class Dojo during the working school day hours, so replies and responses are not to be expected outside of 8:45am and 4pm.
- Parents have been made aware that teachers may not always be able to reply when teaching. Working hours can be turned on to support with this.
- Class Dojo can be used as more than just a communication tool. It can be used as a positive behaviour strategy, sharing learning with students who are learning at home, grouping students and much more. Using these sections of the app are teachers' personal choice

What should I be posting?

Each class has a class story where only families from that class can access and staff who have been invited to the class. We should be posting at least 3 times a week on our class stories – this can be through photos, videos, examples of learning or a short description of learning. The class story can be used on a daily basis to let families know what learning activities have taken place that day. There may be families or particular days where an individual message needs sending – class staff are to use their professional judgement with this.

Assessment: MAPP

Lateral Progression Assessment System

- Linear progression presupposes a fixed hierarchy of skills.
- Ladder: fixed starting-point and fixed end-point.
- Progress is measured in terms of the number of steps.
- Lateral progression = the **refinement and strengthening of skills over time** and not the number of skills gained.
- Here the metaphor is not a ladder but a map. A map is used to plan a journey and to find our way. The destination is open for negotiation and we may change our mind en route.



The way we measure and record progress: THE ALP SCALE

- The Assessment of Lateral Progress (ALP) assesses the development of **four aspects of skill using a ten-point rating scale**.
- These four aspects are: **independence, fluency, maintenance and generalisation**.
- Each of these aspects has descriptors which represent progress **from emergent behaviours to competence** along a ten-point rating scale.
- The numbers 1 to 10 on the rating scale within each aspect represent progression, but the four aspects themselves - *independence, fluency, maintenance and generalisation* – **are not hierarchical**. That is, there is no assumption that a learner will *first* establish independence in a certain skill, and only then develop fluency before moving on to maintenance and finally generalisation. The **four aspects are interwoven** in the development of most skills.
- No aspect is intrinsically more challenging than another and **the level of complexity of each aspect will vary** with the demands of the learning intention and the needs of the learner.

The Assessment of Lateral Progress: Descriptors and Rating Scale

<i>from</i> dependent		INDEPENDENCE						<i>to</i> independent	
Learners complete tasks independently									
The task is carefully scaffolded and the learner is fully prompted throughout.		Some elements of the task are completed without support (<i>or</i> the overall level of support is lighter, for example physical help is replaced by gestural help).			The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to <i>initiate</i> the relevant skill(s).			The learner initiates the appropriate action and completes the task independently without prompts or other external cues.	
1	2	3	4	5	6	7	8	9	10

<i>from approximate</i>		FLUENCY						<i>to accurate</i>	
Learners reach a level of mastery combining speed and accuracy									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task. Performance is slow and halting.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10

<i>from inconsistent</i>		MAINTENANCE						<i>to consistent</i>	
Learners maintain competency over time through repetition. They remember how to do a task after a break									
The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.		The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.			Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break and any loss of quality is quickly recovered with practice.	
1	2	3	4	5	6	7	8	9	10

<i>from single context</i>		GENERALISATION						<i>to many contexts</i>	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.			The learner applies the skill to meet the demands of a new situation.	
1	2	3	4	5	6	7	8	9	10

Independence

Independence is about reduction in prompting.

There is progression from being able to perform a task given maximum support to being able to complete the task independently. Types of support may include:

Physical prompts
Spoken prompts
Gestural prompts

Fluency

Fluency is about combining speed and accuracy.

For example:

Hitting a switch with increasing speed and/or accuracy
Signing with greater accuracy and fluency
Speaking – producing speech sounds with increasing clarity
Walking on uneven surfaces with increasing control

Maintenance

Maintenance is about becoming more consistent over time.

For example:

An isolated response or action is repeated and repetitions become more consistent and reliable

Generalisation

Generalisation is about performing in different settings with different people.

Skills which have been learnt in one context are applied in an increasing range of contexts.

For example:

Using a communication aid to ask for a drink in a café
Approaching staff to ask for assistance in the local college

Accreditation Offer

KS4 ASDAN Units Cycle 1

<u>Pathway</u>	<u>Accreditation</u>	<u>Unit titles</u>	<u>Credits</u>	<u>Achievement continuum</u>
Strive	ASDAN – Certificate	Developing Independent living skills: being healthy	2	Interest to application
		Developing skills for the work place: growing and caring for plants	2	Supported participation to application
		Travel within the community: going places	3	Supported participation to application
Total credits – Cycle 1 and 2			14	
Inspire	ASDAN – Certificate	Engaging in new creative activities	3	Interest to application
		Preparing drinks and snacks	3	Supported participation to application
		Developing community participation skills: caring for the environment	3	Supported participation to application
Total credits – Cycle 1 and 2			16	
Thrive	ASDAN – Certificate	Engaging with the world around you: people and friendships	4	Interest to active involvement
		Engaging with the world around you: sensory story	3	Interest to active involvement
Total credits – Cycle 1 and 2			16	

KS4 ASDAN Units Cycle 2

<u>Pathway</u>	<u>Accreditation</u>	<u>Unit titles</u>	<u>Credits</u>	<u>Achievement continuum</u>
Strive	ASDAN – Certificate	Participating in a mini-enterprise project	4	Supported participation to application
		Understanding what money is used for	3	Active involvement to application
Total credits – Cycle 1 and 2			14	
Inspire	ASDAN – Certificate	Developing skills for the workplace: following instructions	2	Supported participation to application
		Planning and preparing food for an event	3	Supported participation to application
		or		
		Developing Independent Living Skills: Having Your Say (for year 10 and 11s in KS5)		
		Using interpersonal skills to contribute to positive relationships	2	Encounter to Application
Total credits – Cycle 1 and 2			16	
Thrive	ASDAN – Certificate	Encountering experiences: creativity	3	Encounter to early awareness
		Engaging with the world around you: centre and community-based events	4	Early awareness to active involvement
Total credits – Cycle 1 and 2			16	

KS4 Strive Options

	Arts	Sport	Outdoor Learning
Awarding Body	ASDAN	ASDAN	DofE
	Expressive Arts Short Course	Sports and Fitness Short Course	Bronze Award

6th Form: Core Curriculum Accreditation Offer

KS5 Core Curriculum Cycle 1

Strive						
Subject	World of Work	Friends and Relationships	Life and Living	My Community	Functional English	Functional Numeracy
Term	Autumn 2	Spring 1	Spring 2	Summer 1		
Awarding body	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA	AQA	AQA
Unit	112942 Tuck shop keeper	110600 Introduction to Sex and Relationships Education with Support	116911 Internet and social networking safety with support	119561 All About Me: Local Community	120204 Spelling Commonly Used Words (Unit 2)	117136 Telling the Time
Deadline	13 th December	14 th February	4 th April	23 rd May	23 rd May	23 rd May
Inspire						
Subject	World of Work	Friends and Relationships	Life and Living	My Community	Functional English	Functional Numeracy
Term	Autumn 2	Spring 1	Spring 2	Summer 1		
Awarding body	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA	AQA	AQA
Unit	89079 Handling money to a cashier with verbal prompts	115324 Learning about different types of families	115231 Technology for Daily Life (Unit 1)	86011 People Who Help Us	72331 Developing Reading Skills (Unit 1)	120647 Practical Maths: Time
Deadline	13 th December	14 th February	4 th April	23 rd May	23 rd May	23 rd May
Thrive						
Subject	World of Work	Friends and Relationships	Life and Living	My Community	Functional English	Functional Numeracy
Term	Autumn 2	Spring 1	Spring 2	Summer 1		
Awarding body	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA	AQA	AQA
Unit	105583 Money: handling coins with support	85261 Tactile activities to develop self-awareness	115293 Using Adapted Technology to Control the Environment	117282 Sensory First Aid	116874 Sensory Stories: Participation with Assistance	87601 Recognising Routine in a Sensory Mathematics Environment
Deadline	13 th December	14 th February	4 th April	23 rd May	23 rd May	23 rd May

KS5 Core Curriculum Cycle 2

Strive						
Subject	Life and Living	My Community	Friends and Relationships	World of Work	Functional English	Functional Numeracy
Term	Autumn 2	Spring 1	Spring 2	Summer 1		
Awarding body	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award
Unit	111466 Personal Care and Hygiene	116179 Healthy Relationships	112454 An Introduction to Parenting and Childcare	116374 Making and Observing the use of a Bird Feeder	110654 Literacy: Vocational Speaking and Listening Skills	118635 Maths: Money (Unit 2)
Inspire						
Subject	Life and Living	My Community	Friends and Relationships	World of Work	Functional English	Functional Numeracy
Term	Autumn 2	Spring 1	Spring 2	Summer 1		
Awarding body	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award
Unit	72073 Personal Hygiene: Self Care	120460 My Body: Friendships	111163 Understanding a Baby's Needs to Stay Healthy	117284 Designing and Making a Bird Feeder	118670 Following Instructions	87606 Engaging in Number Activities in a Sensory Maths Environment
Thrive						
Subject	Life and Living	My Community	Friends and Relationships	World of Work	Functional English	Functional Numeracy
Term	Autumn 2	Spring 1	Spring 2	Summer 1		
Awarding body	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award
Unit	72190 Awareness of Personal Hygiene	119346 Participating in a Picnic with Support	85261 Tactile Activities to Develop Self Awareness	119189 Making an Upcycled Bird Feeder with Support	119076 Introduction to Sensory Story Massage	119980 Sensory Introduction to Numbers

Targeted offer – Functional Skills

KS5 Core Curriculum Cycle 3

Strive							
Subject	World of Work	Life and Living	Friends and Relationships	Life and Living	My Community	Functional English	Functional Numeracy
Term	Autumn 2	Autumn 2	Spring 1	Spring 1	Summer 1		
Awarding body	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award
Unit	85967 Careers: Which Way Now?	120334 Understanding Money	110843 Relationships, consent and grooming awareness	120410 Shopping and Shapes	118252 Skills Builder: speaking	116721 Literacy: Using question words	119615 Number (Unit 1)
Deadline	8 th December	8 th December	16 th February	16 th February	18 th May	18 th May	18 th May
Inspire							
Subject	World of Work	Life and Living	Friends and Relationships	Life and Living	My Community	Functional English	Functional Numeracy
Term	Autumn 2	Autumn 2	Spring 1	Spring 1	Summer 1		
Awarding body	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award
Unit	85967 Careers: Which Way Now?	120333 Understanding and Using Money	113510 Personal Boundaries and Consent	120409 Shopping Locally	119227 Speaking and listening skills	119159 Developing communication	117786 Work it out: maths for leisure with assistance
Deadline	8 th December	8 th December	16 th February	16 th February	18 th May	22nd March	22nd March
Thrive							
Subject	World of Work	Life and Living	Friends and Relationships	Life and Living	My Community	Functional English	Functional Numeracy
Term	Autumn	Autumn 2	Spring 1	Spring 1	Summer 1		
Awarding body	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award	AQA Unit Award
Unit	LE5225 Multi-Sensory Experiences Associated with Jobs	113205 Giving and Receiving Money	119319 Introduction to Healthy Relationships	119280 Shopping Skills: Giving and Receiving	113425 Towards Literacy: Speaking and Listening	116931 Recognising and Using New Symbols	105613 Multi-Sensory Experiences in Maths
Deadline	8 th December	8 th December	16 th February	16 th February	18 th May	22nd March	22nd March

Targeted offer – Functional Skills

6th Form: Options Accreditation Offer

KS5 Options

	Sensory	Outdoor Learning	Transition	Catering	ICT	Arts	Enterprise
Awarding Body	Various	DofE	AQA	ASDAN	ASDAN Focus	Arts Award	Young Enterprise
	Cycle 1 91684 Sensory and Expressive Art 118280 Sensory Cooking Skills 105584 Introduction to Movement with Support RSPB Wild Challenge	Bronze/Silver Award	113111 – Completing jobs in a school with support OR 116716 – Taking part in a supportive work experience placement 111561 – Signs and Symbol Literacy: Transition 115262 – Post-19 Transition choices 114898 – Work Experience: working in a café	Foodwise	Using Computer Technology	Discover/Explore	Team Programme
	Cycle 2 Arts Award: Discover 108328 Cooking Dishes from Around the World with Support RSPB Wild Challenge						
	Cycle 3 82176 Sensory Science: The Earth in Space 90385 Multi-sensory movement 76310 Multi-sensory Introduction to India RSPB Wild Challenge						

6th Form Health and Wellbeing

KS5 Health and Wellbeing

	Sensory	Hydrotherapy	Dance	Community Inclusion	Sport	Make and Bake (Orange Dog Café)
Awarding Body Unit	AQA	AQA	AQA	AQA	AQA	AQA
	Cycle 1 122620 Emotional Wellbeing Cycle 2 119347 Sensory Health and Wellbeing Cycle 3 115874 Preparing for leisure: appreciating music (unit 1)	Cycle 1 122621 Swimming (Unit 1) Cycle 2 Cycle 3 90945 Pre-swimming Compliance (unit 1)	Cycle 1 74131 Music and dance Cycle 2 Cycle 3 119075 Introduction to Desk Top Drumming	Cycle 1 115666 Out and about in the community, with support (unit 2) Cycle 2 Cycle 3 118990 Engaging in the Local Community	Cycle 1 122401 Basic skills in golf, with support Cycle 2 Cycle 3 119348 Health and Wellbeing	Cycle 1 73002 Participating in the running of a small cafeteria