

# GLYNE GAP SCHOOL

## Curriculum Guidelines 15 (CG15)

### Faculty Curriculum Policy (Post16)

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#### **Curriculum Intent**

It is our purpose to teach and support students to live happy and fulfilled lives now and in their future adult lives.

We believe there are 3 key things that are central to living happy and fulfilled lives. These are...

- The ability to form and keep good relationships
- Having a vocation (including making a contribution in daily living tasks; having purposeful leisure; and the possibility of paid work)
- Being as independent as we can be.

This echoes what children and young people expressed as their aspirations in the 2010 Ofsted SEN and disability review.

Therefore, the aim of the curriculum at key stage 5, is to enable students to learn through functional and purposeful application of skills, and support each student's wellbeing, within their **Independence, Vocation and Relationships**.

## **Curriculum Implementation**

### **Curriculum Pathways**

Students at the Faculty will follow one of three pathways in their learning to enable them to develop the skills they need to live a happy and fulfilled life and be as independent as they can be, within their learning level.

#### **Skills for Life Pathway Rationale**

Skills taught on this pathway include those relating to independent living skills such as shopping, budgeting, cooking and cleaning; Personal Care skills such as personal presentation including preparing for an interview or going on a date; and Independent travel skills such as road safety and bus travel. Key to living a happy and fulfilled life is our relationships, therefore critical to all pathways is knowledge built within the strand of relationship and sex education.

The Impact of this curriculum pathway is that by the time students leave the faculty, they will be able to:-

- *Travel independently to specific places (by bus/ train/ walking)*
- *shop for themselves/ their family/ the people they have chosen to live with*
- *cook a meal independently for themselves/ their family/ their friends*
- *contribute to the home through completing household chores*
- *manage their own personal care/ personal presentation including advocating their own sense of style*
- *maintain and enjoy positive relationships and friendships, including the possibility of romantic relationships*
- *manage their own leisure time at home/ in college/ in town.*
- *Advocate their choices and decisions appropriately – taking informed risks and being adventurous!*

#### **Employability Pathway Rationale**

Some of our students are developing skills which could and should be further focussed to enable them to make a significant contribution to others through work, and at the same time raise their own and others aspirations. We feel that it is a natural progression of our work and indeed a moral imperative to complete this journey and support these students to take up skilled volunteer/employed status.

In addition to completing the work of the “Skills for Life” pathway, these students identified will in addition, be supported to complete the Employability pathway, which consists of work placements in the community, volunteering and activities to prepare students for future employment.

Planning for the Implementation of this pathway is supported but The Glyne Gap Employability Assessment strand which is made up of 6 levels and each one is divided into the 3 broad areas of:

- **Personal Skills** - covering the aspects of communication, advocacy, self-confidence, asking for help, dealing with stress and self-reflection.

- **Professional Work Related Skills** - covering the aspects of developing a positive work ethic, time management, determination, persistence, resilience, self-motivation, adaptability, flexibility and leadership.
- **Interpersonal Skills** - covering the aspects of relationships, team work, conflict, empathy and the impact I have on others.

We believe that these are the skills essential for students to develop and practice within work based placements in order to achieve future employment.

The Impact of this curriculum pathway is that by the time these students leave the faculty, they will:-

- *Have a path towards their future employment OR have achieved paid employment*
- *Have created a CV and the knowledge and skills for an interview process*
- *Have completed 6 block work placements*
- *Have engaged in regular volunteer work*
- *Have had the opportunity to complete a certificate/ qualification related to the work they are interested in e.g. food hygiene*
- *Know the type of work they are interested in pursuing*
- *Know how to seek employment opportunities and apply for a job (including online/via email)*
- *Be able to manage relationships within a variety of roles in the workplace*

(Please see Appendix B for further information)

### **Special Access Pathway Rationale**

For the students at the Faculty with the most complex needs, our Curriculum Intent remains the same: To achieve a happy and fulfilled life achieved through meaningful relationships, making a contribution and being as independent as they can be. We also acknowledge that for this group of students, achieving this Intent will always be dependent on the support of others. We have therefore developed our 'Special Access' Curriculum.

Students following the Special Access pathway will be supported to build a life that is meaningful to them as an individual. Through in depth investigations, students will build a portfolio of Individual Pupil Arrangements in the form of an "About Me" book, detailing how they would like to spend their leisure time and how to support them to be actively involved in daily living tasks and make a contribution to their families. All aspects of these outcomes to be actively explored, addressed, recorded and shared, as appropriate, via their 'About Me' Book and 'Personal Network' meetings. We are committed to working with young people, their families and others in their personal network to ensure the foundations for future lives are laid and ideas for development are suggested.

The Impact of this curriculum pathway is that by the time these students leave the faculty they will:-

- have a small group/network of people equipped to support them to live a happy fulfilled life. A life that is meaningful to that student as an **Individual**.
- have a set of activities I am able to enjoy and be actively involved with and IPAs of how to support these. e.g. swimming, spa visits, café visits, gym sessions;
- be able to contribute to their family/community e.g. by baking a cake for a friend/ buying a present for a family member;
- be actively involved in the work of living e.g. driving to the washing machine with the washing/ participating appropriately in a haircut




- Have the skills to advocate their choices and an IPA explaining to others what this looks like and how to support
- have a portfolio of my IPAs in the form of an About Me book
- have key meaningful relationships and a means/ opportunity to maintain these.
- Live the healthiest life they can (with support)

Students therefore will be prepared for their future with these outcomes embedded, and ready to be built upon and extended as they mature and grow.

## Planning for Implementation

To support the planning for the implementation of the 3 Curriculum Pathways, the curriculum for all pathways is broken into the following strands: (See below Faculty Curriculum Model)

Glyne Gap School FE Department Curriculum Model						
<b>Purpose</b> To enable students to learn through functional and purposeful application of skills and support each student's wellbeing through the development of: <b>independence, vocation and relationships.</b>						
<b>(Tier 1) Essential skills for learning and life for all pupils (GGA 1-17)</b>		<b>Core skills building for functionality for pupils (GGA 7-17)</b>		<b>Work related skills for work placement and employment for pupils (GGA 11-17)</b>		
All areas taught according to individual skills need. Assessment arrangements: IEPs, annual reports, Glyne Gap School Assessments						
Breadth of learning areas (Tier 2)		Subjects included		Medium term curriculum plans (MTCPs)		Assessment arrangements
<b>Personal Development</b> • Relationships and Sex Education • Wellbeing • Independent living • Responsibility as a family member / friend • Networks of support for friendship • Making a contribution	PSHE/Communication Personal Care, Personal Autonomy (to include communication), Personal Learning	• RSE + SMSC • Personal Safety / Personal Care • Meal preparation • Independent living	FUNCTIONAL LITERACY, NUMERACY and ICT	Yes	EMPLOYABILITY- Personal Skills, Professional Work Related Skills and Interpersonal Skills	IEPs Annual Reports PSHE GGA
<b>Vocational Development</b> • Work • Leisure		• Key relationships • Support network • Spirituality • SMSC		No		IEP / IPA Annual Report
• Involvement in everyday living tasks • Interrogation of leisure / recreation preferences		<b>Vocation</b> • Work <b>Leisure</b> • Creative Arts • Physical/Sport • Cultural + SMSC • Vocation • Leisure		Yes Yes Yes / also IPA		IEPs Annual Reports IEPs / IPA Annual Report

Key:    Specific access arrangements for students with extreme complex and PMLD needs.

The Faculty Curriculum Model is very similar to school and also divided into two tiers; Tier 1 is used to address the priority needs of students and Tier 2 to address the breadth and balance.

### Tier 1: Essential Skills for Learning and Life

These are a set of skills that are essential and relevant to all students but are incisively planned and delivered to meet an individual's needs. For each student the skills and knowledge addressed will often impact directly on their quality of life now and/or later.

As with the school curriculum model (See CG1), the principles the learning areas of Tier 1 at the faculty are almost identical, however the focus of ALL their learning shifts to the functional application of the skills they have. Communication remains at the heart of our practical, purposeful and often community based work, taught through the functional application of these skills within

the Personal Autonomy strand. (For further information regarding the practical arrangements for implementation please refer to Appendices).

As pupils transfer to us, we help them and their parents, carers and possibly extended team around them, to think about how they may need to apply, use and develop their communication skills, in preparation for those happy and fulfilled future lives that we aim to work towards with them. Teachers at the Faculty continue to participate in a Communication Planning meeting with a knowing colleague 3x per year. (See Communication Policy CG5). Every students' communication is considered through their Personal Autonomy, and targets are set in this area to form part of their IEP and termly goals.

## **Tier 2: Breadth of Learning**

At the faculty, Tier 2 learning looks a little different to the school model in order to meet the learning needs of students within this age group.

As at school, Tier 2 learning at the Faculty provides a breadth, a balance and enjoyment of learning experience. In order to really focus in on the most pressing learning for this group of emerging adults, the breadth narrows in to 2 key areas:-

- **Personal Development** – Relationships and Sex Education, Well Being & Independent Living (including RE, Citizenship & SMSC)
- **Vocational Development** – Vocational Opportunities & Leisure (including Creative Arts, Physical Development and Sport, Cultural Development)

This 'breadth' of learning follows a 3 year cycle of medium term curriculum plans. These outcomes may be further differentiated and become Tier 1 learning for some students.

## **Measuring and Monitoring the Impact of the Curriculum**

### **Assessment, Recording and Reporting**

In line with school procedure, the Faculty have 7 instruments to show students' achievement and progress:

1. IEPs (including goals and IPAs)
2. Student Assessment Files (Silver Files)
3. Annual Review Reports
4. Progress Files
5. Termly Progress and Liaison Meeting Judgements
6. FE MTCPs
7. Achieved Super Goals

All students' goals, IEPs, IPAs and communication programmes are reviewed, evaluated and updated termly. Students are as fully involved in the whole process of assessment, recording and reporting as is possible, and are encouraged to reflect on their own learning and set their own goals which are included as part of their termly goals. Parents and carers are consulted at least twice a term as part of this process in order to support the transference of skills to the home and in the community. Every student has an Annual Review of progress as part of their EHCP review. (For Additional Guidance please see CG10 AR&R policy)

In addition to our in school indicators of progress. We also record and reflect on the leavers destinations for our students, e.g. whether a student has achieved paid employment, indicating whether we have met our curriculum aims.

Pupils generally stay with us for 3 years, and in their final year, much of their learning will be lined to moving on. As part of transition 'out' of the faculty, tutors will work with future providers to hand over essential information. Teachers will liaise with Adult Services and Therapies to pass over pertinent information, copies of leaver's reports, communication systems and "About me" books. This is a supportive measure to enable students to transfer their skills learnt into their new settings and minimise any potential barriers to their independence.

Students come to us as children and leave as young adults. The Faculty curriculum, building upon the Nursery and School Curriculum, means they are prepared for and eager to embark upon the next stages of their adult lives.

**Updated: May 2023**

## Next Steps/ Developments for Careers Education

### Development plan 2023-24

- To ensure that all pupils post 16 continue to receive a broad and balanced PSHE/RSE curriculum.
- Ensure staff and family knowledge of supporting online safety keeps pace with pupils' needs and risks

*(See SDP for further detailed planning and key tasks)*

### Future Development opportunities (3yr Dev cycle 22-25)

- Consider the expansion of School's Preparation for Adulthood work
- Consider the opportunities for development of Post 16 building facilities

## Links to Other Policies

CG1 - Curriculum at Glyne Gap

CG10 - Impact of the Curriculum

CG16 – Careers Policy

## Appendices

Appendix A - FE Dept Curriculum model & MTCPs

Appendix B - Path to Employment Rationale & Program of Study

Appendix C - Employability Glyne Gap Assessment Strand

Appendix D - Special access arrangements and proformas (including Personal Networks rationale)

Appendix E - Faculty Individual Communication Planning proforma

Appendix F - IEP Proformas

Appendix G - AR Proformas

Appendix H - Silver Assessment File contents page