



Springwood
Campus



Littlewood
Campus



LINWOOD
TEACHING SCHOOL ALLIANCE



"Entitlement plus opportunity"

Post 16 Curriculum offer

Linwood School



"Entitlement and opportunity for all"



Springwood
Campus



Littlewood
Campus



LINWOOD
TEACHING SCHOOL ALLIANCE



"Entitlement plus opportunity"

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Post 16 provision at Linwood

Linwood School post 16 offer a diverse and varied provision to enable a wide range of students a curriculum that will meet their needs and enable them to develop, learn and grow.

We strive to empower students to explore their interests and develop their skills to enable them to learn and develop both intellectually and as a whole person. The students are given opportunities and choices throughout their post 16 experience to enable them to focus on their own pathways as they become adults.

Linwood Our mission:

To provide a curriculum to meet the diverse learning needs of our students and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

Our Curriculum Vision

We take into consideration the diverse learning needs of our children and young people. From their earliest days with us, we work collaboratively to uphold high aspirations and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

We strive to ensure that the input to each child's and young person's learning is the very best it can be, so that the progress made, whatever that is, is the very best that the child or young person could have made.

We aspire to meet the continually evolving challenges in education, ensuring that our practice is based on current developments in research and sound pedagogy.

In order to meet our vision, we:

- Promote a happy, caring, respectful community in which all children and young people feel valued and successes are celebrated.
- Aim for all learning opportunities to be motivating, engaging and inclusive.
- Facilitate dynamic, challenging and personalised learning pathways that build on prior learning and prepare children and young people for their lifelong learning journey.
- Build the attributes of effective learners and emphasise the importance of developing metacognition to equip our children and young people with the skills they need to be life-long learners.
- Provide an environment and resources that encourage curiosity and responsiveness, and opportunities for active learning through investigation and exploration.
- Equip our children and young people to be independent, responsible, respectful, active citizens who have a place in their community.
- Collaborate with education, health, social care and the voluntary sector to work within a culture of high expectations and a proactive drive to narrow the gaps in outcomes, attainment and progress.
- Promote values of inclusive education by ensuring that all learners have access to appropriate curriculum pathways to learning (Alma, Early Years, Semi Formal, Formal, P16).

- Embrace equality of opportunity and promote positive attitudes towards sexual, cultural, ethnic, religious and social diversity.
- Provide relevant, meaningful and purposeful learning opportunities, including through regular access to the local community.
- Deliver a strong commitment to developing skills of Literacy, Language, Number and ICT within a consistent Total Communication environment.
- Explore young people's ambitions, aspirations and goals with them, their families and carers; set young people on a learning pathway toward achieving their goals; and review their goals with them.
- Promote aspiration by setting ambitious, challenging and achievable targets and learning objectives that enable learners to make progress.
- Promote strong links with learners' families and carers, communicating them regularly about our curriculum and their children's learning.
- Refer to national models of expectation and progression, ensuring we deliver a broad and balanced curriculum.
- Keep abreast of new research, understanding and developments in educational practice and keep our practice under review.
- Develop and share initiatives and good practice (across campus and in the wider educational community)

POST 16 Provision

All of the Post 16 curriculum pathways are highly personalised and encompass a range of experiences to support transition to a fulfilling and purposeful life beyond Linwood School.

Alma	Vita (Springwood)	The Link	CHI	Summerwood Campus
Student profile	Student profile	Student profile	Student profile	Student profile
Students with PMLD and complex learning needs who have been accessing the Alma Curriculum in KS4 and for whom this continues to be the most suitable curriculum pathway.	All P16 students at Springwood follow OCR Life and Living Skills. KS4 students who have progressed from Vita stage 6, may begin OCR at KS4.	Students with severe learning difficulties who benefit from a nurturing environment to develop life skills and have opportunities to engage in the community. Some students access work-based opportunities.	We have a wide variety of students from specialists' schools and mainstream who have access to specialist provision. Students are working from EL1 and above in English and maths and are keen to gain paid employment and employability skills.	Our cohort consists of a mixture of students joining us from both mainstream and specialist provision. Students ability range from Entry Level 2 up to and including A Level. Personalised academic learning programme for students with autism. Students aspire to move on to either further academics of employment.
Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview
The 8 Learning domains as above. <ul style="list-style-type: none"> • SRED • C • CD • SR • UTP • OMM • OL • RRC 	<ul style="list-style-type: none"> • OCR Life and Living Skills • Diploma Entry level 1/ 2. 	<ul style="list-style-type: none"> • OCR diploma in Life and Living skills • Functional Skills in English and Maths • ABC practical Horticulture certificate • AQA Travel Training 	<ul style="list-style-type: none"> • Work placement experiences • Functional Skills in Maths English. • BTEC Workskills • Health and Safety at Work • Emergency First Aid at work • Food Health and Hygiene • Wellbeing e-safety, relationships, exercise. • Travel training 	<ul style="list-style-type: none"> • GCSE curriculum, focusing on English, maths, Science and Art • Level 2 BTEC Home Cooking Skills and Work Skills. • ASDAN Cope Level 2 (life skills, history, geography, business enterprise linked) <p>Students have the option to pursue a local college / sixth form course with Summerwood TA support, to access qualifications and relevant peer group for courses we do not offer on campus (A Levels, other BTECs).</p> <p>Summerwood Enrichment programme.</p>

19- 25 Provision

The Link+

The Link+ supports students with severe learning difficulties with the transition into adulthood. These students benefit from accessing a nurturing setting that is small enough to personalise provision to meet individual needs.

Curriculum Overview:

- Key focus on Independence, community living skills, learning
- Daily opportunities for learners to access local community facilities to promote healthy and active life styles
- Travel training
- Functional English and maths skills
- Employability - opportunities to experience and gain skills in a range of vocational contexts (horticulture, animal care, catering, social enterprise)

Post 16 The Link



Curriculum Rationale

The curriculum in the link focus on developing our students in preparation for adulthood.

Adult life requires a range of skills in order for people to flourish, both in the workplace and in their daily lives, from the confidence and motivation to seek challenges and complete tasks, to the interpersonal skills that aid teamwork and other social interactions. These essential life skills are crucial to people achieving their potential, and therefore it is natural that they should also lie at the heart of our curriculum.

The curriculum has been developed to focus on three key areas:

- Skills for learning
- Skills for Life
- Skills for Employment

The OCR Life and Living Skills Entry Level qualifications provide learners with high quality, nationally recognised qualifications.

They are credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and offers opportunities for learners to progress to higher level units or to achieve units at the same level, where progression to a higher level is not possible. The qualifications have been designed for both young people and mature learners, including those with profound and multiple learning disabilities. Over 150 bite-sized units are available across a wide range of engaging skill areas. Any combination of units, at any level, can be selected to suit the particular needs and interests of the learner. This provides the opportunity to build a rich and varied personalised learning programme for the learner. The qualifications contain units suitable for learners working at different stages of the Entry 1 Achievement Continuum.

Students in Post 16 study a Functional Skills Curriculum for both Maths and English. Functional skills are offered to our students at Entry Level 1-3 and Level 1-2. Students not, yet, accessing Functional Skills at Entry 1, will be studying Maths and English as part of the OCR Life and Living Skills Diploma. Functional Skills are not just about the basics of reading and writing and an increased focus on problem solving, transferrable skills and functional application are embedded within our Post 16 Functional Skills Curriculum. We aim to support our students to become 'functionally skilled' enabling them to use and apply their English and Maths knowledge to tackle problems that may arise in life and work. Functional Skills assessments are based primarily on task-based scenarios and must be undertaken under controlled assessment conditions

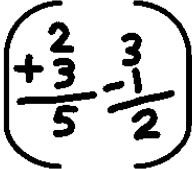



Learners are given opportunities to:






- apply their skills in plausible contexts or use their skills for real purposes
- engage with the world beyond the classroom
- integrate learning by linking knowledge within and between the functional areas
- spend time planning and developing their work
- make choices and decisions, think creatively and act independently
- experience success in real situations as a result of using their skills effectively.

Post 16 The Link	<p>For all cohorts of learners and in accordance to EHCP outcomes our curriculum offer considers how we will begin to prepare our young people for adulthood, moving towards more functional aspects of learning which enable pupils to begin to generalise and adapt skills. Accreditation pathways will begin which enhances our curriculum offer.</p>
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Evaluation of previous EHCP outcomes/ targets Identification of new outcomes and delivery within school .

<u>Skills for Learning</u>	<u>Skills for Life</u>	<u>Skills for employment</u>
OCR Life and Living Skills SRE PSE Functional Skills Maths Functional Skills English	OCR Life and Living Skills PSE Relationship Education Mindfulness River Bear Yoga Outside Learning opportunities School Trips PE and Swimming Lunchtime Clubs	Careers and WRL Curriculum Employer Engagement IAG Community Visits Enterprise College Visits Work experience Employability Skills Framework

Subject	Overview	Accreditations
<p data-bbox="268 147 349 174">Maths</p> 	<p data-bbox="544 147 967 488">English and Maths in Post 16 is differentiated depending on the needs of the students and the accreditation they are working on. In Post 16 English and Maths are taught in ability groups. In both subjects, English and Maths are firmly embedded in all other areas of the curriculum.</p> <p data-bbox="544 539 967 607">See Below for Maths and English Curriculum Overviews</p>	<p data-bbox="1054 147 1378 253">Pearson Functional Skills Entry Level 1-3 Level 1 and 2</p> <p data-bbox="1018 304 1417 331">OCR Life and Living Skills units.</p>
<p data-bbox="261 456 355 483">English</p> 		
<p data-bbox="177 1187 440 1254">Home Management (OCR)</p> 	<p data-bbox="544 1187 967 1294">In home management students are taught skills to support with independent living.</p> <p data-bbox="544 1339 967 1529">These include cooking, cleaning, washing and ironing and shopping. Lessons focus on developing students' independent skills in these areas.</p>	<p data-bbox="1007 1187 1430 1254">OCR Life and Living Skill diploma Entry Level 1-3</p>
<p data-bbox="161 1850 456 1917">Personal Development (OCR)</p> 	<p data-bbox="544 1883 967 2074">In personal development students are taught about a wider range of topics to develop their understanding of themselves and the wider world.</p>	<p data-bbox="1007 1850 1430 1917">OCR Life and Living Skill diploma Entry Level 1-3</p>

	SRE is included within this subject	
<p>Work related Learning and Enterprise</p> 	<p>Students in the link are given opportunities to explore work places and complete work experience to develop their employability skills.</p> <p>Students run a number of enterprise projects throughout the year.</p> <p>Progress is monitored using the employability skills framework.</p>	OCR Life and Living Skill diploma Entry Level 1-3
<p>PE</p> 	<p>PE in the Link focus of the student's physical fitness and also their well-being.</p> <p>Taught weekly students are offered a range of activities such as using the Gym at the local sports Centre, a variety of sports and Yoga.</p>	
<p>ICT</p> 	<p>ICT In the Link focuses on the developing the practical skills needed to use technology in life, study and work.</p> <p>It develops ICT skills whilst also looking at how to apply them in real life situations.</p>	OCR Life and Living Skill diploma Entry Level 1-3
<p>Duke of Edinburgh</p> 	<p>Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and job applications.</p>	Duke of Edinburgh Bronze and Silver award.
<p>Horticulture</p> 	<p>Students are taught a variety to nits to work towards the award. How to recognize parts of plants, including trees, shrubs, vegetables and fruits</p> <p>Optional units include: Assist with the Maintenance and Repair of Hand Tools, Identification of Pests and Diseases, Introduction to Cultivating Plant Cuttings, and more</p>	ABC Horticulture Entry Level 1- 3 Level 1

Classroom in the Heart of Industry



Why

CHI was initially established as a segue to employment for students at Linwood School. The school recognised that further provision was required for young people aged 16-19 with SEND, who have the potential to enter employment but need a more supported and structured introduction in order to do so. We believe that given meaningful support and encouragement, that our students will be able to gain and sustain paid employment.

Rational

The Classroom in the Heart of Industry is a programme designed to be a blend of education, work placements and business engagement. We believe that given the opportunity, the training and the support, that students are able to fulfil their potential both within the workplace, through gaining paid employment and also through academic lessons gaining recognised and relevant qualifications.

We encourage students from the outset to adopt a workplace/employee dynamic, alongside time spent in the training room on academic or vocational studies. We aim to engage, encourage and inspire our students to reach their potential. We deliver a training experience that is responsive to each student needs and even create unique personal support resources to help when needed, (i.e. a pictorial guide, or 'pocket prompt card' for a student with working memory difficulties).

We aim to encourage independence, resilience and self-confidence through taking the time and space to nurture students' skills and give them an understanding of the types of jobs available that will match their skills set and aspirations.

Who?

The CHI curriculum is designed for students who have an EHCP and who are deemed to have access to specialist provision. Student have a range of SEND including, moderate and severe learning difficulties autism, and social and emotional needs. Students are usually working at Entry level 1 up to GCSE in English and Maths. Students are wanting to pursue paid employment and keen to have experiences of different workplaces.

The Process

The CHI curriculum is based on three years of students being immersed in the workplace alongside studying towards recognised qualifications. At the core of the programme is the preparation for adulthood with an emphasis on employment. The students in their first year are based in the workplace at present at Tesco Extra Bournemouth and the Marsham Court Hotel. As the students develop their employability skills through self-evaluation and experiences they then choose areas to focus on developing further skills. Academic lessons are taught in the first-year bases and also in community settings for the second- and third-year students.

The students have an individualised programme that enables them to develop their employability skills. The programme enables students to self-reflect on their skills and progression ensuring that they pursue careers that match their skills and become effective, productive and valued members of our community.

Qualifications	
Functional Skills English Functional Skills Maths	Functional Skills are the fundamental ENGLISH and MATHS skills that people need for their working and personal lives. Students work from Entry Level 1 to Level 2 The English qualification is divided into reading, speaking and listening and writing.
GCSE English * where appropriate	Students who come to CHI with a grade 3 study the GCSE curriculum at CHI
GCSE Maths * where appropriate	
BTEC Workskills L1	This is a 30 GLH or 70 GLH qualification. Students cover aspects of workplace practice including, preparing for a workplace, equality and diversity in the workplace
Personal and Social Development	This covers areas related to wellbeing, work related learning and personal development, healthy lifestyle and budgeting.
Emergency First Aid at Work	Covering basic first aid for the workplace
Health and Safety at Work	Covering basic health and safety including manual handling, fire safety and ergonomic safety
Food Health and Hygiene	This is offered to second year students who are considering a career within the food industry

Wellbeing programme

CHI Programme has been developed to enable students to gain skills and strategies to manage their wellbeing and discuss issues that may occur.

The programme delivered is inclusive of the PFA, PSHE curriculum incorporating citizenship.

These areas are all interlinked to ensure that a student has the most positive experience of developing their wellbeing and positive mental health. Students will complete a mental health assessment at the beginning of the year and we will monitor this and add additional support for students as appropriate. If there are concerns students will be referred to appropriate professionals, e.g. CAMHS, Steps to Wellbeing, drug and alcohol support services.

Areas Covered	Mental Wellbeing <ul style="list-style-type: none"> ● Health and prevention ● Physical wellbeing ● Drugs and Alcohol ● Health Eating
	Relationships <ul style="list-style-type: none"> ● Families ● Respectful relationships and friendships ● Being safe
	Living in the Wider World <ul style="list-style-type: none"> ● Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy

	<ul style="list-style-type: none"> • How to make informed choices and be enterprising and ambitious in life, education and work • How to develop employability, team working and leadership skills and develop flexibility and resilience • The economic and business environment • How personal financial choices can affect oneself and others, student finance, budgeting on a salary and about rights and responsibilities as consumers • How to live safely in an 'online' and 'connected' world
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Preparation for Adulthood

The CHI curriculum is designed and students are given support through practical work placements and academic learning to address the PFA agenda. The emphasis of the programme is to enable students to be as independent as possible and to highlight areas where they may need ongoing support due to their needs.

Areas of the curriculum are cross referenced as there is some overlap between some subjects, for example the BTEC Worksills is part of the wellbeing, diversity.

PFA Outcomes	CHI Curriculum
Employment HE	
<ul style="list-style-type: none"> • Build on strengths and interests highlighted in personal profiles • Planning for employment (research qualifications, study programmes & work experience) • Apprenticeships • Supported internships • Traineeships • Further work on academic Qualifications (Inc. Eng. & Maths) • A-Levels & planning for University • CV Writing • Skills in applying for jobs • Knowing how to access support from the Job Centre • Interviewing • Access to LA supported employment service? 	Work related learning, Work placements ESF Self-assessment IAG – Work skills looking at different type of job careers/ qualifications/ job centre visits Worksills units- CV writing applying for jobs/ interviews Supported employment as needed for students covered My future Maths English sessions cross referenced against PFA world of work Attendance support structure Enterprise-
Independent Living	
<ul style="list-style-type: none"> • Managing bills (e.g. mobile phone) • Residential learning options • Mental capacity- decision making • Life Skills • Travel Training • Parents take a step back • Managing your time • Transition to adult care • Being safe in your home • Understanding different types of living arrangements • Actively planning for future living arrangements 	Topic, Maths English Self-Awareness and self-evaluation ongoing ESF appraisals Travel training support work placements getting to CHI ESF Living arrangements – Students will have some support through social care transition team and may look at supported accommodation Support for parents through induction and enabling students to make choices Safety – SRE/ wellbeing and e-safety

	Plans for the future through appraisal target setting Maths English Topic Living together learning together Personal Care, PSD, wellbeing and ESF
Community Participation	
<ul style="list-style-type: none"> • Developing new friendships • Personal budgets • Managing your time • Being safe on the streets • Understanding alcohol & drugs • Volunteering 	SRE – Friendships PSD Relationships Maths personal budgets/ time community participation Wellbeing e-safety, personal safety- wellbeing Health and wellbeing Drugs and alcohol Volunteering- work placements / sessions wellbeing Maths English Topic Living together learning together
Good Health	
<ul style="list-style-type: none"> • Taking responsibility for dental and optical appointments • Managing own health • Transition to adult services • Knowing when you need to see the GP • Annual health checks with the GP • Staying physically active and healthy <p>Understanding relationships including sexual relationships (Choices, safety, good health, consent)</p>	Maths Topic- Living well. English appointments / form filling SRE wellbeing and health sessions Support with transitions team PE sessions Wellbeing session healthy body PSD Introduction to Healthy food SRE Intimate relationships/ safe choices/ consent

Work Placements at CHI

The work placements at CHI are an essential part of the curriculum. Students in year one will have a taster of a wide variety of departments within the first-year base. Students complete evaluations after each session to ensure that they have records of what they liked to do and what they did not. This information then informs staff and students as to what sort of work they are looking for in the future, e.g. customer facing, methodical, physical roles.

Throughout the second- and third-year students participate in work placements sourced by the placement coordinators these are usually outside the two first year bases. Placements are sourced after consultations with the students and staff.

Work placements Year 1	Work placement Year 2	Work Placements Year 3
Work Placements start after initial assessment and induction. Students will have a taster of the different departments where they are based and will decide where they would like to further develop their skills after initial placements.	Students have chosen where they would like to explore further their skills and they have placements for up to two days per week. Each student's placements will be different depending on their needs. They may have two different placements or they may have one over two days.	Students have chosen where they would like to explore further their skills and they have placements for up to three days per week with an emphasis with the business that we are looking for a paid job. Each student's placements will be different depending on their needs. They may have two

<p>Students swap to another site after a term and look at transference of their skills.</p> <p>Students will have a taster of the different departments where they are based and will decide where they would like to further develop their skills after initial placements.</p> <p>Students continue to complete daily evaluations of their placements and are assessed using the ESF.</p> <p>Students will choose which site they would like to be based on after experiencing all opportunities and will look at the transition to their year two placement</p>	<p>Every student has at least one visit daily whilst on their placement.</p> <p>Students continue to be assessed using the ESF to support progression and target setting.</p>	<p>different placements or they may have one over two days and another on the third day</p> <p>Every student has at least one visit daily whilst on their placement.</p> <p>Students continue to be assessed using the ESF to support progression and target setting.</p> <p>Throughout the placement staff and students are looking at opportunities for paid employment</p>
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Summerwood Campus



Why

Our Summerwood Campus is designed and set up to meet the needs of 30 students aged 16-19 years old who have autism and are keen to explore further academic pathways and future employment. We believe that given the specialist support and environment, our students are able to flourish, be more successful and reach their potential both academically and vocationally. Summerwood Campus is a provision that is designed to raise aspirations and enable students to reach their goals.

Curriculum Rationale

The aim for our curriculum is to be diverse, progressive and to offer real life pathways for our students to flourish and successfully move on to, either further academics or employment. The curriculum offers a blend of key qualifications to give students a core platform to progress from. Students are able to look at their individual career pathways and are supported to make informed and realistic decisions about qualification choices and work-related opportunities to give them the best outcomes.

We promote physical and mental health and through tutor session, visits and signposting to leisure facilities we aim to develop student's confidence to enable them to access leisure facilities and other opportunities independently.

Students are working at a variety of levels and for some students we offer opportunities for them to access a local college or sixth form to undertake courses of their choosing. This would usually be at Level 3; A Levels or BTEC, or a Level 2 Course that we do not offer at Summerwood Campus. Through this process students are supported and guided by the Summerwood staff to facilitate their success.

The ethos of Summerwood is to work alongside the students to give them a voice and empower them to make decisions for themselves. We embrace autism and are always striving to raise awareness and understanding to empower students with the knowledge they need to be successful in their life.

Who

The curriculum at Summerwood is designed for young people aged 16-19 with an autism diagnosis who are working at Entry Level 3 and above in English and Maths. Our students have a desire to develop their academic portfolio as well as developing their key skills for life.

The Process

In order to meet our vision for each individual we promote choice and career planning of pathways from the start. Students and parents complete separate questionnaires of what they would like to study / achieve whilst at Summerwood Campus. We assess the student's levels in core subjects (not relevant for those who arrive having already achieved a grade 4 or above at GCSE level) and then we find the most appropriate ability group in each subject. For English, Maths and Science only, students are grouped based on their level. This means that the work being set for everyone should be pitched at the right level for you. There are 4 different ability groups in English, 3 in maths and 2 in Science. Students can progress up through the groups and work at a pace that works best for them.

Students are given the opportunity to trial some non-core subjects before committing to taking the qualification as part of their individual timetables.

Student class sizes are typically three to six student which helps to ensure that students feel comfortable in their environment and are able to focus on their learning. Subjects are taught by specialist teachers and

the Teaching Assistant (TA's) support provided in each lesson is by TA's who are passionate and knowledgeable in that subject. This makes it easy for students to know who they can go to if they need some help.

Accreditation opportunities

Subject	Level	Description
English	GCSE	Through a variety of learning activities students will be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.
	Functional Skills 1&2	This allows the learner, to show evidence of their achievements specifically relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life.
	Entry Level 3	This provides the learner with key skills to progress on to either Functional Skills or GCSE qualifications.
Maths	GCSE	Our Maths curriculum covers Number, Measurement, Statistics, Ratio & Proportion and Algebra.
	Functional Skills 1&2	Our students work towards their Level 2 in maths, developing their numeracy skills in areas they are more likely to use every day.
	Entry Level 3	This provides the learner with key skills to progress on to either Functional Skills or GCSE qualifications.
Science	GCSE	This course broadens student knowledge physics, chemistry and biology, through a fun mixture of practical, virtual and theoretical learning.
IT	TLM	A popular course that is delivered in Units covering the following areas; presentation skills, Using Email, Desk Top- Publishing, Improving Productivity, IT Security.
Art	GCSE	Students that study GCSE Fine Art will spend some time in their first year developing fine art skills, such as: drawing, painting, sculpture, photography, printmaking, and mixed media.
Workskills	BTEC Level 2	Our students who are thinking of moving on to employment benefit hugely from the skills learnt in this subject. Students cover a range of units including; Producing a CV, Developing Resilience, Managing Money, 'How Businesses Operate'.
Home Cooking Skills	BTEC Level 2	Our students learn a variety of cooking skills and techniques, gathering evidence as they go to count towards their evidence file. There is no examination but there is a final assessment where students have to cook a two-course meal.
History, Geography, Art, IT, PE / Fitness, Cooking, Work Experience, Workskills, Performing Arts,	CoPE modules	Students may choose to a range of subjects (history, geography, art, IT, PE / fitness, cooking, work skills, performing arts) and within each subject there are CoPE modules they can complete that would count towards their Level 2 CoPE qualification. In total they would need 12 completed units. These units assess key skills in the following areas; Working with others, improving own learning, Problem solving, Research, Discussion and Oral Presentation

For more detailed information on our subjects and accreditation, please see our Summerwood Campus website and our campus specific Linwood guide to qualifications.

Summerwood Enrichment Programme

Our Summerwood Enrichment Programme is delivered to all our students through tutor time and aims to educate our particular cohort of students, in areas they need to understand to be successful in life. It encompasses PSHE, PFA, Preparation for Work Life, E-Safety, Gatsby Benchmarks, Employability Skills Framework, Mental Health Awareness and Introduction to Autism.

Careers Education Programme

All students are encouraged to take ownership over their career pathways. Discussions are regularly carried out between:

Students and staff during weekly support consultations and supported through weekly tutorial sessions.

Tutorial - career opportunities and the world of work forms part of tutor time and is built into group discussions.

Information, Advice and Guidance – The IAG team meet with student's half termly to discuss their next steps.

EHCP reviews - students are engaged alongside parents to give their views. Student contribution sheets are an opportunity for students to share their views.

Students at Summerwood are offered a variety of subjects and encouraged to choose areas of learning that will facilitate and support their chosen career pathways. Discussions about realistic careers options are ongoing through support sessions, tutorials and IAG and students are regularly informed about opportunities to ensure that they have the best options for their future.

We use the Employability Skills Framework to measure and support student's employability skills, covering a wide range of areas for students to be aware of, develop and reflect on how they can further improve. Within the tutor programme, students will explore all aspects of ESF and how this would apply to them.

At Summerwood, students are encouraged to understand the application of STEM and core subjects in relation to prospective careers. Students are also encouraged to look at the skillset gained from all subjects and how this may impact on their future careers.

At Summerwood we identify our students fit into one of the three levels of Entitlement below, based on their previous experience and knowledge. These levels are **Foundation**, **Intermediate** and **Advance**. Over the 3-years our students are at Summerwood, we aim to support them to move up through the levels.

POST 19

The Link+



Curriculum Rationale

The curriculum in the link plus is designed to focus on developing our students in preparation for adulthood. Adult life requires a range of skills in order for people to thrive, both in the workplace and in their daily lives, from the confidence and motivation to seek challenges and complete tasks, to the interpersonal skills that aid teamwork and other social interactions. These essential life skills are crucial to people achieving their potential, and therefore it is natural that they should also lie at the heart of our curriculum.

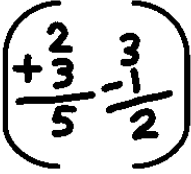

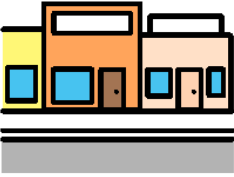
The student's curriculum has been developed to focus on the four areas of the Preparation for Adulthood Framework with an emphasis on learning through practical, targeted experiences.

These areas are:

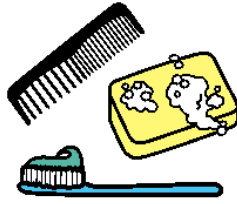
- Independent Living
- Community participation
- Health and Wellbeing
- Learning and Employment

Students are supported to make sense of the world, socially and through language and/or other methods of communication in every activity. We use and share a 'Total Communication' approach to support understanding. The young people will spend time split between the student flat and within the local community.

The curriculum offers accredited programmes at Pre-Entry Level and Entry Level. All students will participate in highly individualised programmes that lead to greater independence in their everyday lives. There is cross curriculum learning across the different framework.

Subject	Overview
<p data-bbox="108 170 196 197">Maths</p> 	<p data-bbox="738 170 1318 405">English and Maths in Post 19 is personalised depending on the needs of the students and the accreditation they are working on. In both subjects, English and Maths are firmly embedded in all other areas of the curriculum.</p> <p data-bbox="738 443 1318 512">See Below for Maths and English Curriculum Overviews</p>
<p data-bbox="108 573 204 600">English</p> 	
<p data-bbox="108 969 683 996">Independence and Community Living Skills</p> 	<p data-bbox="738 969 1326 1294">Preparation for adulthood is the key feature of our independence programme. All students have opportunities to participate in activities related to their special abilities and interests, including shopping, money and budget skills; preparing meals and snacks; laundry skills using a launderette; personal hygiene and healthy living skills.</p>
<p data-bbox="108 1335 323 1361">Communication</p>	<p data-bbox="738 1335 1326 1491">Students are supported to make sense of the world, both socially and through language and/or other methods of communication in every activity.</p>

Health and Wellbeing



Students learn in a sensory-rich environment, with resources and activities developed matched to individual needs. Staff work closely with specialist professionals and parents/carers as required, in order to ensure that each student's needs are fully supported. There are weekly sensory enhancement sessions to promote acquisition of self-regulation strategies.

Work related Learning and Enterprise



Students in the link are given opportunities to explore works places and complete work experience to develop their employability skills.

Students run several enterprise projects throughout the year.

Progress is monitored using the employability skills framework. Or skills for my future framework, dependent on ability level.

PE



PE in the Link plus focus of the student's physical fitness and also their well-being.

Taught weekly students are offered a range of activities such as using the Gym at the local sports Centre, a variety of sports and Yoga.

ICT



ICT In the Link Plus focuses on the developing the practical skills needed to use technology in life, study and work.

It develops ICT skills whilst also looking at how to apply them in real life situations.



Post 19
The
Link+

For all cohorts of learners and in accordance to EHCP outcomes our curriculum offer considers how we will begin to prepare our young people for adulthood, moving towards more functional aspects of learning which enable pupils to begin to generalise and adapt skills. Accreditation pathways will begin which enhances our curriculum offer.

Evaluation of previous EHCP outcomes/ targets Identification of new outcomes and delivery within school.

Employment and Learning

Functional Skills maths, English.

IT skills

Careers and work-related learning.

Employers engagements

Work related visits Enterprise

Work and volunteer Experiences

Health and Safety

Skills for My Future

Independent Living

Cooking skills

Home management e.g. cooking, budgeting, cleaning

Self-care and hygiene

Travel training

Choices, independent decision making

Future planning, e.g. living arrangements

Community Participation

Using community facilities

Staying safe in the community

Leisure planning to include social life

Support network and signposting

Volunteer opportunities

Exploring the wider world

Citizenship

Health and Wellbeing

Healthy diet

Physical exercise

Relationships education

Wellbeing programme including physical, mental health

Personal health

First aid

Exploring creative activities

Qualifications

Functional Maths EL1- L1	Functional Skills are the fundamental ENGLISH and MATHS skills that people need for their working and personal lives. Students work from Entry Level 1 to Level 2 The English qualification is divided into reading, speaking and listening and writing.
Functional English EL1- L1	
Asdan Unit Award and Certificates Entry Level	The units offered will be in line with the Link + curriculum and will be in line with the Preparation for Adulthood outcomes.

Post 16 Provision at Springwood.

Curriculum Rationale

Springwood campus provides an inclusive Post 16 Pathway which enables all students to achieve appropriate nationally recognised qualifications. We are able to offer a range of subjects that suit individual students' interests, learning styles and ability. Programmes of study are unique to each student and are designed around autism specific approaches. Students are supported to grow and develop their skills in preparation for their move towards adulthood.

OCR Life and Living Skills – Entry Level

The OCR Life and Living Skills suite of Entry Level qualifications provide learners with high quality, nationally recognised qualifications. They are credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and offers opportunities for learners to progress to higher level units or to achieve units at the same level, where progression to a higher level is not possible. Over 150 bite-sized units are available across a wide range of engaging skill areas. Any combination of units, at any level, can be selected to suit the particular needs and interests of the learner. This provides the opportunity to build a rich and varied personalised learning programme for the learner.

Areas of focus

Students are given opportunities to develop skills in a range of areas. These include communication, literacy and numeracy, community-based activities, home management and the world of work. These skills are practised in a variety of differing environments suitable to individual students. The appropriate level of support is tailored to develop students' confidence and promote independence.

Programme of Study

Subject	OCR Units
Communication and literacy	Asking questions and making requests in everyday situations
	Developing communication skills
	Understanding short texts and simple instructions
	Developing reading skills
	Developing writing skills
Numeracy	Understanding what money is used for
	Early mathematics: developing number skills
	Recognising time through regular events
PHSE	Developing self-awareness: all about me
	Emotional wellbeing
	Rights and responsibilities: Everybody matters
Environment and Community	Using a community facility over a period of time
	Travel within the community: Going places
World of Work	Participating in a mini enterprise project
	Developing skills for the work place: following instructions
Home Management	Preparing drinks and snacks
	Using shopping facilities
Creativity	Creating an art or craft product
ICT	Interacting purposefully with ICT

Please see the Vita curriculum Handbook for further information

Post 16 Alma Curriculum

The Alma curriculum is designed for learners with profound and multiple learning needs, as well as those with severe and complex learning needs for some of our students following the Alma curriculum they will continue to do this throughout their time in years 12-14. The Alma curriculum is designed for children and young people who show patterns of development very unlike those of typically developing children. The interests and preferences of these children are also likely to differ from those of their typically developing peers.

The Alma curriculum's underpinning principles are; starting from where the pupils already are in their learning, working within their zones of proximal development and enabling pupils to lead the learning process wherever possible. The combination of these principles allows our pupils to learn the skills and concepts that they need and simultaneously learn how to acquire, link and take ownership of new skills and concepts in the future.

Pupils within the Alma curriculum, who are in years 12-14, have dedicated inclusion time with their peers. As well as a timetabled session, when the group share activities specifically designed to support independence. They then use local facilities to develop their skills.

Staff will work alongside the IAG team at Linwood to support the students and their families as they work towards their next steps post Linwood.

Please see Alma Curriculum Handbook for further information

Overview of Intent, Implementation and Impact for Post 16 students at Linwood

Intent

The intention across all post 16 provisions is to have curriculums that are designed to enhance students learning opportunities, independence and to enable them to go into adulthood and follow meaningful pathways.

Following:

- SEN code of practice
- Preparation to adulthood
- Areas to need as outlined in EHCPs
- Effective Learning Attributes

Implementation

Diverse curriculums across Post 16/19 to meet the needs of different cohorts of students
Engagement of students in their learning choices and development of self-assessment and progression is essential.

- **Planned lessons:** a range of approaches, teaching styles, differentiation, personalisation
- **Work related learning:** Enterprise, life skills teaching, travel training, Equals Moving On accreditation, Work related qualifications, work experiences and placements, targeted assessment of employability skills.
- **Personalised learning:** EHCPs, PLPs, accreditations, appraisals, self-assessments
- **Learning beyond the classroom:** accessing the community, generalising learning and experiences in real life contexts, life skills and leisure related activities
- **Student-initiated learning opportunities:** Choices, qualifications taken, work placement choices, signposting of leisure provisions and choices, leisure opportunities, voluntary opportunities, work placements, appraisals, TSI approach
- **Total communication:** Sign-along, PECS, tablets, intensive interaction, Peic-D Attention Autism
- **Positive approaches to behaviour:** Behaviour Guidelines, Sensory Profiles and Diets, Positive Handling approach, anti- bullying policy, Care plans, wellbeing programmes
- **Enabling environments:** fostering independence, invitation to engage, reflective classroom practice, training in systematic instruction approach, job coaching
- **Therapies:** Speech and Language therapy, Occupational Therapy, Physio, care plans

Measuring Impact

- Pupil outcome (qualifications)
- Future pathways
- Engagement with parents, professionals and other stakeholders
- Wellbeing
- Learning and Achievement reviews

Data analysis used to identify learners' achievements and inform next steps. Identifies areas for support/development

Evidencing Learning and Assessment

All Post 16 Provision

- Annual baseline assessments across the curriculum
- Personalised learning plans
- Personalised work-related experience booklets
- Planning- differentiated work to support personalised learning (Provision Maps)
- Marking of pupils' work that identifies improvements, next steps, levels.
- Lesson Observations/ L&ARs – is learning matched to all students' abilities?
- External accreditation. (Site specific)
- Examining board assessment criteria followed.
- Moderation of academic work across qualifications/ campuses.

Employability Skills Framework:(CHI/ Summerwood / The Link/ The Link +)

At the very foundation of the CHI programme is a unique progress monitoring system that has been called the Employability Skills Framework, (ESF). It was recognised that for meaningful progression to be made there needed to be a protocol available that made it possible to recognise, record, share and measure the development of each individual students. The ESF was written with this in mind. In the Employability Skills Framework some of the fundamental skills required for developing work applicable skills are identified and broken down into micro steps which allow them to be measured incrementally. This makes it possible for staff to acknowledge, record and make notes on a series of micro progressions within identified categories. By having a shared monitoring system staff are able to see where each student is at within each subsection and to then know which areas show strength and which need to be targeted for further support. Both students and staff carry out daily evaluations of their progress so by having the ESF at the very heart of everything we do it allows for students to see their own development in a visual format. By making it very relatable and easy to understand it offers them the opportunity for daily discussion on what went well and perhaps what didn't go so well, this helps staff and student alike to agree on targets and for them to see areas for further development.

Areas of focus:

- Communication Skills
- Self-management and organisation
- Motivation
- Teamwork
- Self-awareness
- Use of information technology
- Commercial awareness

Skills for My Future:(The Link, The Link +, Vita at Springwood)

This assessment tool is a precursor to the Employability Skills Framework. The targets are micro progressions that enable the students and staff to focus on areas where the students may need to develop and plan and implement activities and lessons to support progress and areas to focus on. The targets will ensure that staff and students know where there focus may be in different activities and across the whole curriculum. This assessment tool is being piloted this year 2020 -21 to look at how it supports pupils learning and how we can improve and use it effectively.


Areas of Focus

- Communication Skills
- Self-management and organisation
- Motivation
- Teamwork
- Self-awareness

Classroom Monitor: (The Link CHI)


Evidence of work is downloaded and commented on to ensure achievements are documented and reported. The data is looked at monthly to support progress and to put specific interventions in place where needed. (CHI/The Link)

Task Analysis: (The Link- The Link + CHI)

 **Setting up a display – Recording Initiation & Skill Acquisition**

Student Initials: _____ Week Commencing: _____

Step	Criterion	Action	Day 1		Day 2		Day 3		Day 4	
			I	SA	I	SA	I	SA	I	SA
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
✓ = Independent G = Gesture V = Verbal Prompt P = Physical Prompt			STAFF	STAFF	STAFF	STAFF				

 I = Initiation SA = Skills acquired

There are a variety of activities where progression will be monitored through the use of task analysis. Task will be broken down into small steps and staff will teach and support on each step through physical prompts, verbal prompts, and gestures. With support the students can then demonstrate that they are able to gain the skills to initiate and complete the task independently.

Site Specific Assessment

The Link

Academic progress is included in their EHCP outcomes to ensure that the targets set are SMART and the long- and short-term targets are measured.

Students undertake the OCR life and Living skills diploma in the Link. Their progress is regularly tracked and monitored as they progress through the different level of award within the diploma. Students access the award from Entry Level 1 to Entry Level 3 depended on ability.

Students at The Link are assessed on their progress using Functional Skills Maths and English Targets. The students will also take a variety of other qualifications at Entry Level or Level 1 depending on their abilities. Progress through these levels is tracked using classroom monitor.

All Students at The Link will be baseline assessed for their employability skills using that Employability Skills Framework or Skills for my future as appropriate.

CHI

All Students at CHI will be baseline assessed for their employability skills using that Employability Skills Framework.

Academic progress is included in their EHCP outcomes to ensure that the targets set are SMART and the long- and short-term targets are measured.

Students at CHI are assessed on their progress using Functional Skills Maths and English Targets. The students will also take a variety of other qualifications at Entry 3 Level or Level 1, or 2 depending on their abilities.

BTEC, PSD and Young Enterprise assessments are ongoing and internal verification and external verification is part of the ongoing assessment for the qualification

Students set weekly targets/focus that highlight areas for focus for the week both employability skills and academic work. There is an annual cycle of assessment at CHI that enables staff to look at progression and need for additional intervention and support.

- Self-Evaluation questionnaire – Communication and Employability Skills
- Appraisals- Students appraisals are carried out half way through the academic year
- Weekly target setting/ weekly observation sheets
- Daily / Weekly Evaluations of placements

Attendance Support (CHI)

As CHI aims to prepare students for the world of work, it is of the utmost importance that our students recognise the importance of regular attendance, and are able to attend regularly. With that in mind, we operate an attendance support system, designed to raise the profile of regular attendance, identify issues affecting students' attendance, and to support students with addressing those issues. The system is designed to be similar to absence procedures in the workplace.

Summerwood

Summerwood Campus GCSE Assessment Explained (Maths, English and Science)

Actual grade	The actual grade a student has attained through examination. Valid evidence in the form of exam results or certificates are used to confirm.
Baseline (Sept)	Baselines are undertaken in all subjects in September for all students each year. This judgement is obtained through assessments, tests, classwork and homework. This establishes the starting point for students.
Current level	The current level is the level the student is working at. Subject specialists have their individual ways to collect relevant data (from marking, homework, mini assessments, observation), which enables them to make informed decisions about the students' current level that they are working at. The teacher's professional judgement determines this level.
Assessed grade	Once per term, students will have a formative assessment. Autumn term this usually involves baselining and follow up assessments. Spring term is usually a mock examination, possibly 1 exam paper or a collated sample, through to a full practice of all exams. Summer term is either official GCSE's or a more thorough assessment (exam practice) for those not sitting their official GCSE examinations.
Predicted grade	The predicted grade is the grade we believe our learner will achieve by the end of their time at Summerwood. This may vary according to how many years they are at Summerwood Campus.

At Summerwood Students have half yearly appraisals

For BTEC Workskills and BTEC Home cooking Skills at Level 2 we follow the examining board assessment guidelines including internal and external verification and moderation.

For CoPE there are six assessed units of work. For these units' students have to complete forms showing that they have planned their work, completed it and reviewed it (Plan, Do, Review). This subject is internally and externally moderated as per guidelines from ASDAN.

Assessment - Vita Student – Alma Students

For information about assessments for students following the Vita and Alma curriculum please refer to the Vita Curriculum Handbook and the Alma Curriculum Handbook

This is a live document as the curriculum and ways to support the progress of our students across the sites is something that we are always considering and adapting.

Different qualifications may be added or changed over time.

For further information about the qualifications across the Linwood campuses please refer to individual sites.

In September 2020 there will be a Guide to Qualifications Handbook across Linwood and for each Campus.