

Bleasdale School

14-19 Curriculum

Policy



Learning Together/Achieving Together

(8th January 2024)

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Introduction

The curriculum is designed to equip young people with skills for life. As the appropriate pathway to adulthood is identified for young people- community inclusion or supported employment, staff identify the skills and experience that are most relevant for success. The 5 areas continue but with a sharper focus on experience relevant beyond Bleasdale. The UK wide Preparing for Adulthood model means that our Physical Development area continues with the social and emotional wellbeing strand. These include- Daily living skills, meal preparation, more time in the local community, work experience (where appropriate) and transition to adult service providers. We use the Gatsby Benchmark and external accreditation for all young People in 14-19.

The 14-19 curriculum has an overall focus on preparation for adulthood in the areas of **Employment, Life Skills, Social, Emotional and Mental Health (SEMH) and Community Inclusion**.

The 14-16 curriculum is a transition that includes externally accredited modules of work in part or full for pupils who will gain from this type of learning. For those that don't they will still, wholly or in part, continue with the pre-formal, semi formal and formal curricula. The 16-19 curriculum has a much more definitive focus on externally accredited learning.

Post 16 Curriculum

As each learner reaches Post 16 a review of previous learning occurs and staff and the student decide what will increase the learners' life skills, independence and preparation for post school life. Further externally accredited courses may be introduced for the student. Termly progress meetings continue so staff can be sure the student is gaining from these. This is further evidenced and celebrated in external accreditation and culminates in a summative Record of Achievement (RoA) and an E-Portfolio of learning.

We use a process called Recognising and Recording Progress and Achievement (RARPA) to guide us at staff and the student through their Post-16 life at Bleasdale School. Where there is no formal qualification RARPA is recognised by OFSTED as providing a robust framework for planning, delivering, monitoring and recording learning. RARPA is in 5 stages:

1. Determining long term goals (EHCP Outcomes)
2. Initial Assessment / Developing baseline learning profile (reviewing IEP's and records from earlier education in school).
3. Setting challenging learning objectives- individualised targets that relate to the EHCP but delivered through programmes devised in consultation with parents.
4. Formative assessment - a review of progress made over a term or progress made in a unit of work.
5. Summative assessment - Annual EHCP review (updating outcomes to reflect the needs of students as they progress).

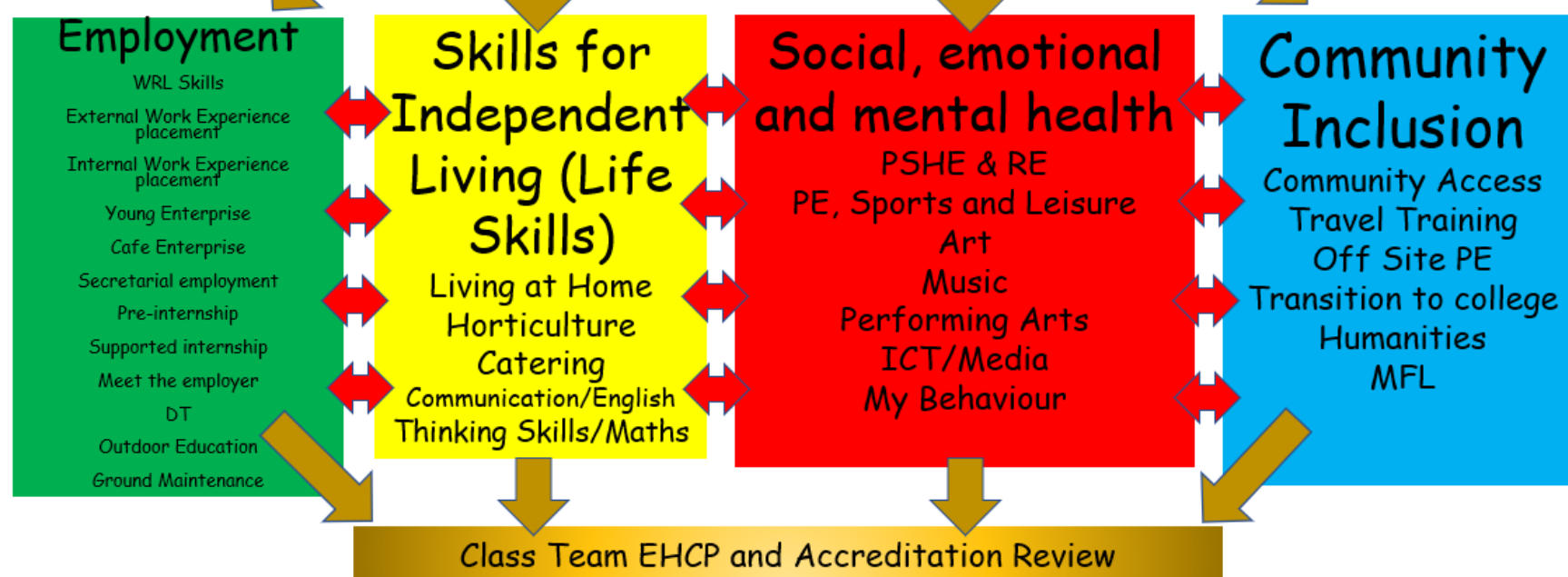
The following diagram gives an overview of what we are teaching in Post 16

Post 16 Curriculum

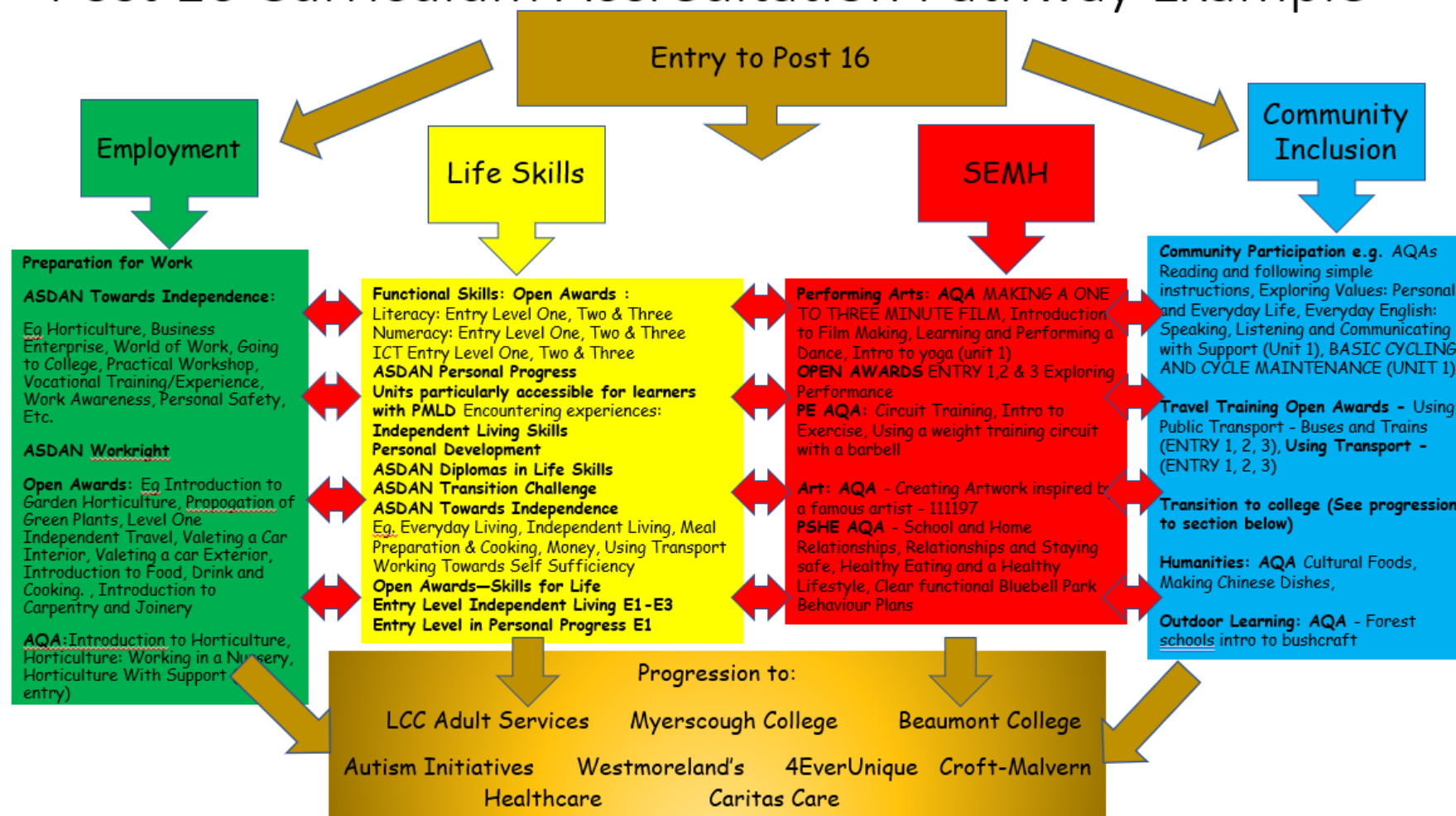
ALL PUPILS CAN EXPECT:

Knowing the individual learner and their EHCP 4 Areas of SEND are integrated into each pupils termly IEP and on EFL
 Communication and Engagement Functional Skills and Choices Accreditation Personalised Curriculum

Options open to students are the following:



Post 16 Curriculum Accreditation Pathway Example



Target Setting and Assessment

Central to our approach at Bleasdale School is the co-production of targets and pupil personal learning goals through the collaboration of pupils, parents, teachers, therapists, care staff and professionals surrounding the pupil, to ensure that we set the right targets. (See Assessment policy for full detail of the rich tapestry of implementation).

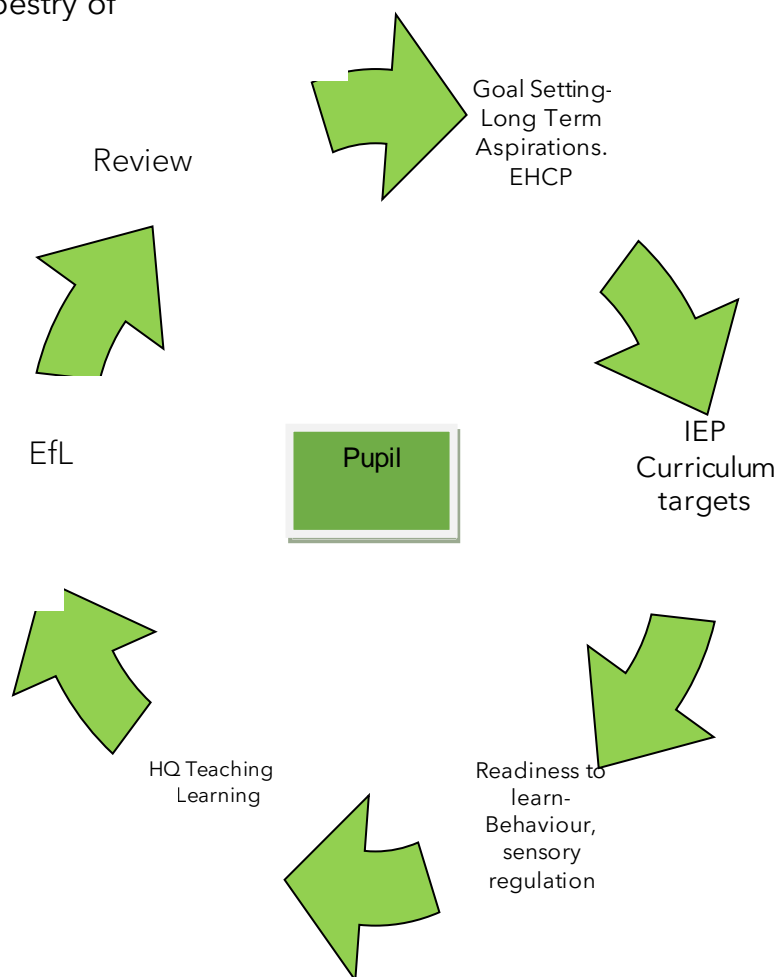
As a school we quality assure all aspects of our target setting and assessment through careful monitoring by the SLT in collaboration with the teaching team or therapy team when appropriate.

Reflection and learning conversations on a daily / weekly basis about evidence collected helps us to identify any concerns which can be addressed

As a school we also quality assure through the moderation of planning, target setting, IEPs, Evidence for learning. We also implement impact reports and case studies to account for the holistic learning taking place for a pupil recognising and celebrating process in all aspects of their development.

Our whole school approach to making child-centred decisions, embracing challenge, resilient learning and aligning our words and actions allows us to continue to improve the outcomes for our pupils.

As a forward thinking school we also collaborate with a number of schools within the county to ensure we are at the forefront of education and modifying our approach when needed.



Use of Evidence for Learning (EFL), Work Booklets and Accreditation

Teachers can also record outcomes through EFL. The accredited bodies do not require this for the external accreditation and so we do not require teachers to do this. However, it can be very useful to help students and their families appreciate their achievements.



Learning at Home: Learning at home within contributes. Any learning at home is based on all items set out in the curriculum documents. We guide parents to support learning at home. Where a parent has recorded the young person as having completed an objective set out in one of the accredited units (ASDAN/AQA/Open awards) we would additionally require a teacher or teaching assistant to verify the completed outcome.

POST 16 (14-19) CURRICULUM INTENT

The post 16 curriculum leads on from our carefully mapped curricula and is designed to provide pupils with the skills they will need to fully access adult life. The pre-formal, informal, semi-formal and formal pathways will continue into post 16 curriculum with preparation for adulthood playing a key role in all aspects of the post 16 curriculum. Students follow a programme that stretches them, prepares them for adulthood, and supports their progression into work or further study. Functional skills and the local community form a key role in helping pupils to use acquired problem solving and life skills. Our post 16 learners have 'options' similar to a college setting and can select what they would like to study from catering, hair and beauty, sport and leisure, media, music etc, helping to give the pupils autonomy over their own learning and prepare pupils for life post Bleasdale School. Work experience and work-related learning plays a key role on the curriculum with local business supporting and accrediting pupil achievements.

Core Organisational Skills

Core organisational skills that we help students develop include:

- Making choices/decisions
- Managing time
- Taking greater responsibility for self and belongings
- Dealing with problems
- Managing my own behaviour

Core Behavioural skills

Core Behavioural skills are important to our students as these are skills that they need to develop in order to participate more fully in community life. They are relevant to every aspect of a student's life and underpin his/her learning.

Core behavioural skills that we help students develop include:-

- Behaving in a safe manner
- Behaving in a manner that is appropriate for the time and place
- Relating to people in a manner appropriate for the setting and their relationship with the student

Core organisation and behavioural skills run throughout the range of activities listed above on the diagram.

Functional Skills in Literacy Numeracy and IT, taught through cross curricular or externally accredited courses, along with communication and use of choices are core elements of learning for our students. We teach these through students' practical participation in lessons to them sitting exams at Entry Levels 1, 2 & 3.

Our Post 16 curriculum is designed to increase life skills and preparation for post school life. Our curriculum areas, under the umbrella of 'Preparing for Adulthood', consist of Employment, Skills for Independent Living (Life Skills), Social, Emotional and Mental Health and Community Inclusion.

Employment – Core Objectives

Post 14 are developing their employment options alongside the Gatsby Benchmark. By 2024 most students will be given the opportunity to experience an internal work placement with the aims of:

Employability: Functional Skills - communication, interpersonal skills, personal qualities and work ethic, thinking skills - analysing, prioritising, visualising, problem solving. Academic skills and qualifications, using technology, managing resources and time, understanding the value of lifelong learning and adaptability.

Moving On: Exploring options - job centre, web postings, internships, links. Continued education, decision making, CVs, applications, interviews and transition – Look to the future Event: <https://www.bleasdaleschool.lancs.sch.uk/look-to-the-future/>

Skills for Independent Living (Life Skills) – Core Objectives

In the Home Skills: Housing options, rent, utilities, phone, basic routine maintenance, cleaning, vacuuming, dusting and emergency protocols.

Personal Appearance: Personal Hygiene, care needs and presentation, fashion choices, dressing skills, clothing repair, washing, ironing, folding, laundry care.

Food Skills: Planning, shopping, dietary requirements, preparation, food storage, hygiene, cooking balanced meals and using kitchen appliances.

Finances: Understanding of gross/net pay, deductions, budgeting, banking, banking online, ATMs, balance checks, credit and store cards, savings and documentation.

Citizenship: Voting, following laws and regulations, environmental responsibilities, volunteering and community activities.

Social, Emotional and Mental Health (SEMH) – Core Objectives

Health & Wellness: First Aid, healthy diets, medication, exercise, sex and relationships, lifestyle choices, personal hygiene and maintenance, personal safety including online safety.

Determination and self-Management: Know your strengths and limitations, time management, priorities, monitor performance, balanced lifestyle, adapting and accepting change, self-advocacy, learning from mistakes, developing resilience.

A Lifelong Learner: Learning about the world, fostering independence, caring for others and celebrating achievement, seeking opportunities to learn, learning from and with others, sharing

what you learn, recognising your areas of weakness, absorbing information – analysing it, merging it with existing knowledge and applying it.

Technology: Responsibilities, social media, cyber presence, phone settings, communication, validity of source of information, Use of Google, maintaining a safe identity, knowledge of technology and applications, when and where to use technology.

Community Inclusion -- Core Objectives

Accessibility: Choices, GPS, map reading, landmarks, orientation.

Social & Recreation: Opportunities, pursuing hobbies, interests, developing and maintaining healthy friendships and relationships.

Public Transport: Schedules, routes, pick-up points, using buses, trains, taxis

Final Year – Year 14

During the final year students will focus on transition, leaving and new beginnings. Staff will work closely with each pupil in readiness to leave, making sure each student has completed all accreditation on offer at their own level, in conjunction with their EHCP. They will spend time making their own E-Portfolio of work to take to their next place of work/institution. The learners will spend time working on transition and work placements. This point in the school is the acumination of 14 to 15 years hard work. Our students should be able to celebrate this with accreditation, independence and smooth and successful transition to their next placement.

Assessment Overview

We use a range of awarding bodies who offer programmes that are part of our reporting and recording and assessment. These include:-

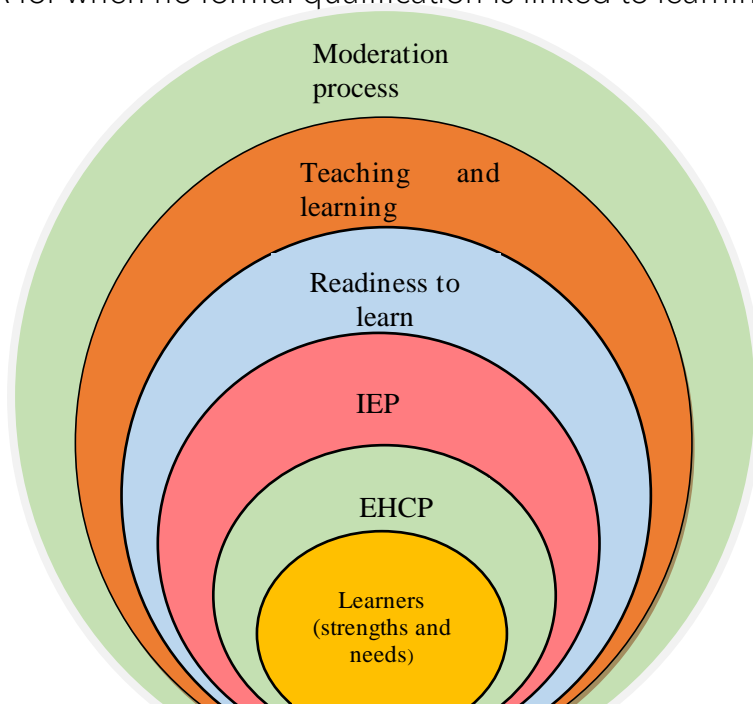
ASDAN Focus – ASDAN Towards Independence – ASDAN Personal Progress

AQA Units from the AQA unit accreditation scheme (over 10000 to choose from).

Open Awards – Functional skills or others, such as independent travel.

Programmes from the above schemes can be internally and externally verified.

RARPA for when no formal qualification is linked to learning.



Bleasdale Curriculum (The Teaching Team put these at the forefront of Learning)

