

Bleasdale School Citizen & Employment Curriculum Policy



Learning Together/Achieving Together

(8th January 2024)

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Employment and Citizenship

- Food Technology/ Healthy Eating
- Design and Make
- Enterprise/Mini Enterprise
- Community Café
- Look to the Future



Design and Make Policy

Design and make

- To provide pupils with opportunities to experience the key concepts of Design Technology - designing, making, evaluations and technical knowledge through a range of materials, including reclaimed, construction materials, textiles and food.
- To help pupils understand about resources, materials and their uses and how to use them in a practical way.
- To encourage pupils to observe things natural and man-made.
- To enable pupils to select materials and equipment.
- To use skills such as cutting, folding, joining and building for a variety of purposes.
- To provide pupils with a broad and balanced range of activities to develop all pupils design technology capability using knowledge and skills from other curriculum areas, through a range of practical activities in which pupils assist in the making of good quality products fit for their intended purpose.
- With help, to evaluate their work and the outcomes of their projects.
- To provide enjoyable practical learning experiences that engage pupils in activities that are challenging, relevant and motivating.
- To give pupils the opportunity to work independently or to work with full or limited support in a group/whole class activity.
- To provide opportunities for pupils to generalise their skills.
- To include opportunities which promote and develop choice making skills.
- All pupils should be given the opportunity to access and develop their understanding of Creativity (Design and Make) through Information and Communication Technology (ICT) at an appropriate level.

Enterprise/Community Café Policy

The "Enterprise" curriculum at Bleasdale School is a comprehensive program designed to foster students' skills, independence, and creativity while considering their diverse abilities and needs. Its learning objectives come from cross-curricular areas and it all about putting sequences of learning into practice, in a safe environment to do so. It aims to prepare SEN and PMLD pupils for life beyond school, emphasizing the following key components:

1. **Personalised Learning:** The curriculum begins with individualized learning plans for each student. These plans are based on assessments of their abilities, strengths, and areas for growth, ensuring that their educational experiences are tailored to their unique needs.
2. **Life Skills:** The "Enterprise" curriculum prioritizes the development of essential life skills, including self-care, communication, mobility, and safety. It prepares students for everyday activities and helps build their confidence and independence.
3. **Entrepreneurial Mindset:** Students are encouraged to develop an entrepreneurial mindset, fostering creativity, problem-solving, and a sense of initiative. This mindset is introduced through activities such as small business ventures, art projects, and creative endeavours.
4. **Communication:** Communication skills are a fundamental aspect of the curriculum. It includes various communication methods, including speech, alternative and augmentative communication (AAC), and non-verbal communication, to ensure that every student can express themselves effectively.
5. **Functional Skills:** are integrated into the curriculum in a practical and functional way. Problem Solving and communication skills are taught through real-life scenarios, such as managing finances, reading signs, and writing for specific purposes.
6. **Sensory Integration:** The curriculum incorporates sensory integration techniques for PMLD students, helping them regulate sensory experiences and enhance their understanding of the world around them. Sensory-rich activities are woven into daily routines.
7. **Community Engagement:** The "Enterprise" activities encourage students to actively participate in the community. This includes outings to local businesses, collaborative projects with community members, and volunteer opportunities to promote social interaction and community integration.

8. Technology Integration: Assistive technology is integrated to enhance communication and learning experiences. Students are introduced to devices and software that support their abilities and foster independence.

9. Vocational Skills: The curriculum provides opportunities for students to explore vocational interests and develop job-related skills, preparing them for potential future employment opportunities, even if highly adapted.

10. Family and Caregiver Involvement: Families and caregivers play an integral role in the "Enterprise" curriculum. They collaborate with school staff to reinforce skills, extend learning into the home environment, and support students' personal development.

11. Assessment and Progress Tracking: Continuous EFL assessment and progress monitoring ensure that each student's goals are being met and that adjustments are made to accommodate their growth and development.

The "Enterprise" curriculum at Bleasdale School in Silverdale aims to empower SEN and PMLD pupils to lead fulfilling lives, promoting independence, creativity, and community engagement while considering their unique abilities and needs.

Food Technology Policy

The "Food Technology" curriculum at Bleasdale School is designed to provide a safe, inclusive, and engaging culinary learning experience for SEN and PMLD pupils. This curriculum focuses on developing essential life skills, fostering sensory exploration, and promoting independence. Here are the key components:

1. **Personalised Learning:** The curriculum begins with individualised learning plans for each student, considering their abilities, dietary restrictions, and sensory sensitivities. These plans ensure that students can actively participate and progress at their own pace.
2. **Safety and Hygiene:** A strong emphasis is placed on teaching food safety and hygiene practices, including handwashing, kitchen cleanliness, and safe food handling. This ensures a safe and healthy cooking environment.
3. **Sensory Exploration:** The "Food Technology" curriculum incorporates sensory-rich experiences. Students engage with various textures, flavours, and aromas through hands-on cooking activities, promoting sensory development and awareness.
4. **Meal Preparation:** Pupils learn practical meal preparation skills, from simple tasks like peeling and chopping to assembling and cooking basic recipes. These skills contribute to their independence and ability to contribute to meal preparation at home.
5. **Nutrition Education:** The curriculum includes age-appropriate nutrition education, teaching students about healthy food choices, portion control, and balanced diets. This knowledge empowers them to make informed decisions about their food.
6. **Adapted Recipes:** All recipes and cooking activities are adapted to meet the specific dietary needs and sensory preferences of each student. This includes creating pureed or textured modified meals for PMLD pupils.
7. **Communication:** Effective communication is encouraged during cooking activities. This may involve using communication boards, picture exchange systems, or other augmentative and alternative communication (AAC) methods.
8. **Community Engagement:** The curriculum may include opportunities for students to engage with the community, such as visiting local farms or markets to learn about food sources and sustainability.
9. **Independence:** Students are encouraged to take on increasing levels of independence in meal preparation, from choosing ingredients to following recipes and safely using kitchen tools.

10. Family and Caregiver Involvement: Families and caregivers are invited to participate in cooking activities, reinforcing skills and promoting continuity between school and home.

11. Assessment and Progress Tracking: Continuous assessment and progress tracking ensure that students are meeting their goals and making progress in their culinary skills and independence.

The "Food Technology" curriculum at Bleasdale School in Silverdale aims to empower SEN and PMLD pupils with essential cooking and nutrition skills, promoting independence and sensory exploration while considering their unique abilities and needs. It prepares them for greater autonomy in making food choices and participating in meal preparation both at school and in their homes.

16-19

14 -19 provision is divided into two classes: 14 -16 and post 16. They are located in school in a separate corridor from the other year groups which includes: classrooms, work room and a common room, Additional spaces include: food preparation and training room, rebound, pool, music room and conservatory.

The policy should be read in conjunction with appendix A the Scheme of Work for 14-19 and appendix B subject mapping which set out in detail what students will be taught. Bleasdale School aim is the students to meet the outcomes of the Children and Families Act 2014, SEND code of practice and NDT: preparation for adulthood programme which are:

- Employment - (where appropriate)
- Living more independently
- Participating in the community
- Having good health

At Bleasdale we:

- Recognising past achievement at all levels and building on it via relevant forms of accreditation.
- Consolidating and generalising existing skills.
- To offer students access to a broad and balanced 14-19 curriculum, to prepare them for future destinations post 19.
- Working for the future in partnership with family, social, health, education and transitional services
- Involving students as much as possible in evaluation and reviewing their own learning and future targets.
- To promote communication and social skills within the wider environment and with a wider variety of people, moving from the school setting to the community setting.
- To give students the opportunities to develop awareness of themselves as individuals as members of a community.
- To give students the opportunity to work independently or to work with full or limited support in a group or whole class activity.
- To include opportunities that promote and develop choice making skills.
- To prepare students to transition onto their identified adult pathway; supported employment, independent living, and Community inclusion.

Implementation of Curriculum Policies

An Equals curriculum underpins our carefully mapped out curricula. Some of this curricula is very cyclic in its nature and requires the use of the progressive nature of the child, while others natural move from one sequence of learning to another. Progression documents are then used alongside each pupil's "Needs" (which include a range of information from SaLT, EHCP, Parents, OT, Physio, professionals, and knowledge of the child. The teaching team opted for a thematic way to organise the curriculum, not as a focus, but as a creative way to lift the carefully mapped and sequenced learning to lift off the page.

Each teacher is responsible for his or her contribution to the Whole School Curriculum. Good communication and language is a key factor in raising standards across all subjects. Skills will be fostered across all curriculum areas and skills transferred from one lesson to another. All teachers will have consistent expectations. The implementation of the curricula area depends on the students pathway and if they are a To Be Learner (Pre-formal), To Do Learner (semi-formal) or To Know Learner (Formal).

The To Be (pre-formal) learners for example experience, sounds, sensory texts, stories with motor skills and communication sessions. The curriculum has been mapped out and Lead Learning Practitioners will monitor the coverage at key points throughout the calendar of work set out in September each year. This is to ensure pupils are experiencing a range of learning through evaluation of medium term planning and classroom observations. Learning is presented in a sensory manner with the use of specialist technology and knowledge (please see our introductory CPD offer and CPDL programme offers). The monitoring and evaluating of curricular strengths and weaknesses takes place to ensure and maintain high standards in the quality of teaching and learning which is a vital part of curriculum development. At Bleasdale we are a team who have worked hard on the "Why?" of the curriculum and it is the responsibility of all staff but should be led in each curricula area by the lead learning practitioners (LLPs).

Subject Planning, Evaluation, Monitoring and Time Allocation

Each pupil has an I.E.P that has been written by the class teacher. This serves to identify the subject content covered in that particular term with specific learning outcomes identified and a statement related target against which an individual pupil's performance can be related. The targets are agreed in termly multi-disciplinary meetings and can be addressed in class lessons, recorded and reported via the EFL app, and shared with all school staff and parents. Teaching in class sessions is planned so that enough time is allocated for the delivery of the Scheme of Work recommendations that are appropriate to our pupils. Teachers will select learning outcomes from the Scheme of Work (the carefully sequence set of learning objectives) and support the implementation alongside the progress documents, (e.g. Towards Communication) to reflect what is considered appropriate to a particular pupil group thus acknowledging the developmentally young nature of all pupils at Bleasdale School, the content will be delivered at an age

appropriate level. This allows for adaptive learning in subject matter materials chosen and delivery of breath.

Assessment, Recording and Reporting

Assessment is used to inform future planning and to give information about each pupil during their time at school. Teachers use their professional judgement which is the most appropriate tool taking into account their current pathway. Assessments are recorded within EFL app and presented to all school partners and parents. We make sure this inquiry based system is at the forefront of the record: pupils are marked against their own progress.

All pupils within the EYFS are assessed using the EYFS profile and students in 14 – 19 use a range of externally moderated accreditation to mark some of the many achievements. Assessment techniques ensure that EHCP outcomes and IEP targets are met and individual needs are covered within curricula areas.

These are managed by:

- Evidence for Learning: Photographic / video evidence of pupils participating in appropriate activities.
- Teacher's observation of individual pupils (case studies).

Assessment will fulfil statutory requirements for all pupils. Teacher assessment is the main focus for statutory assessment of the current pupils at our school. Record keeping enables planning of a pupil's future learning as well as offering a full curricular record of activities undertaken by individual pupils. Records of Achievement and a summary of information gained from a pupil's recording schedules inform parents of their child's individual performance. This is reported to parents annually at the pupil's annual review and the annual school report.

Please see the Assessment, Recording and Reporting Policy.

Impact of Curriculum.

- **Pupil's learning and progression**
- Preparing, developing and regularly reviewing a subject policy (annually)
- Planning work collaboratively with colleagues.
- Assisting, reviewing and discussing teacher planning.
- Monitoring the subject across the key stages and offering teacher support.
- Attending all relevant in-service training in this subject area and disseminating information to colleagues.
- Ensuring appropriate and versatile resources provided across the school
- Providing annual subject plan (School Development Plan) for budget/resources etc.
- Monitoring and maintaining the availability and condition of equipment and resources.
- The subject leader may manage some staff development and in-service training
- Relevant aspects may be highlighted in the annual School Development Plan.
- Offering further outreach work to other schools.

Equal Opportunities All pupils at Bleasdale School have access to a relevant curriculum designed to meet their individual needs. The curriculum will offer a breadth of experience and balance of subject areas and activities so as to achieve individual stated targets. Activities and materials used reflect the multi-cultural society in which we live and are not subject to race or gender stereotyping.

The Curriculum policies will be renewed on an annual basis. Members of the Governing Body of the School and Curriculum Committee may also observe sessions and activities in their monitoring role capacity and contribute to further developments in these curricular areas.

Reviewed By A Wilson, 8th January 2024