



**West Oaks
Curriculum
Pathway:
Moving On**

Moving On Pathway

Rationale

We have designed and implemented a curriculum to take our learners through motivating and meaningful learning opportunities over the course of their 16+ education.

The Moving On curriculum is carefully planned and layered to teach and reinforce key skills that we know to be vital in preparation for adulthood. These skills are fundamental to our students' success and well-being throughout their 16+ education but especially so for their future beyond school.

Our commitment to these skills begins in the EYFS and primary phases where 'The characteristics of effective learning' form the foundations for learning: The active, play-based learning creates a climate for our learners to experience the 'irresistible enticements to learn' with carefully constructed continuous provision encouraging communication and problem solving skills.

We aim to give our students the environment within which they develop the confidence and willingness to move forward and influence their own pathway beyond school and college.

Consistency is an essential element of success for students with learning disabilities.

Informing our vision

The curriculum is designed by staff in the 16+ department, reflecting the interests of students by those who know them best. Parents and carers have opportunities to influence the curriculum through the outcomes of EHCP reviews and Transition planning as part of the preparation for adulthood. This shared sense of ownership and commitment to our curriculum enhances consistent working to the same goals.

Principal areas of study and experience:

'Developing Independence'

The curriculum pathway is designed to ensure that our students are confident to make the transition into further education and/or the world of work upon graduating from West Oaks. The repeated practice and consolidation of skills enables our students to confidently and independently transfer the skills learned to other educational and real-life contexts.

'Developing healthy relationships'

Our students learn how to initiate and participate in sociable interactions, to learn and demonstrate socially acceptable skills and behaviours so that they are able to develop safe and healthy relationships with peers, staff and members of their local communities.

Through role play and communication-based experiences, students develop an awareness of the needs of others. Nurturing non self-seeking characteristics in our students is central to enabling them to adjust seamlessly to community life once leaving West Oaks: for example, being polite, holding doors for others, turn-taking in conversations.

Consistent and sustained approaches in our teaching support ensures that all our students learn to behave in ways which help to maintain their personal safety. We work to reduce any behaviours which may, in the future, lead to restricted access to the variety and benefits of family and community life.

'Religious Education'

Our Moving On religious education curriculum gives students the opportunity to consider a wide range of religious, philosophical, psychological, sociological and ethical issues and to develop their own codes of belief at levels appropriate to their understanding.

Our students learn to communicate their knowledge and understanding, as well as identify and develop an understanding of ethical issues; developing their sense of identity and belonging, meaning, purpose and truth, values and commitments.

'Preparation for work'

We recognise that some of our students will thrive within the working world, whether it be in the voluntary sector or in paid employment, beyond our setting. We see great value in participation in learning skills for the workplace for all our students.

Communication skills, problem-solving and collaborative working are extended through meaningful and age-appropriate work experience projects such as:

- Workshop projects (village/ outdoor based): designing, producing, buying and selling
- Pop-up cafes and small-scale catering: shopping, cooking and customer service
- Horticulture and gardening: growing and selling produce
- Preparation for Adulthood: personal hygiene, independent travel, household skills
- WeCanDoCo: our registered charity which further promotes enterprise opportunities

'Participating in social and cultural enrichment experiences'

Through the Moving On curriculum enrichment program, all our students are supported to access a range of social and cultural activities in the local and nearby communities. This creates a growing awareness of wider community networks and promotes enrichment activity beyond school and college.

Through the expectation to undertake and take a lead in school routines, we believe it can guide our students to make better life choices and enhance the quality of their lives beyond school.

'Developing a sense of social justice and global perspectives'

The curriculum establishes a community of conscience through the creation of rules that teach fairness in and outside of the classroom.

The Personal, Social, Health and Citizenship Education (PHSCE) elements weave through the strands of the Moving On curriculum, fostering a 16+ learning environment that enables thoughtful discussions with a variety of opinions and perspectives: where students are encouraged to initiate - and are facilitated to have - conversations about

real-world issues that affect their everyday lives, enabling them to be able to recognise a problem and engage with the solution.

This principle also ensures that the students' voices, opinions, feelings and ideas are valued and respected by their peers and staff. Teaching our students to share their ideas and respond to the ideas of others in a way that allows for disagreement but still values the others' perspective.

'Functional Skills'

The Moving On curriculum values achievement, giving our students the confidence and skills to succeed through attaining externally assessed qualifications and internally verified achievements.

The NOCN Functional Skills assessments enables our students to apply their literacy, numeracy and digital knowledge in a practical manner.

Students can progress through the different levels from Entry Level 1 through to Level 2; academically preparing them for their next stage in the education journey.

Organisation of learning

- 16+ Long term plan outlines the themes and projects over the course of a 3 year cycle
- Differentiated medium term plans indicate the range of objectives and qualification criteria to be taught within the term
- Standardised qualification coursework documentation is outlined within the medium term planning
- Adaptations for individual pupils: all needs catered for, differentiated learning
- Access to outstanding classroom and work -related environments to stimulate and engage quality thinking and reasoning.

Breadth and balance within the 'Moving on' pathway.

The Moving On pathway for 16+ students builds on their existing skills providing opportunities to apply them in functional, everyday contexts.

Through work-experience-based projects students learn and practice skills for their life beyond school.

16+ English, Maths and the Independent Living curriculum has been designed taking into account the NOCN range, coverage and objectives alongside the Steps 4 Life objectives within our progress monitoring system, B-Squared.

These objectives lend themselves to the 4 key areas of our curriculum;

- Self-Care
- Preparing Food
- Travel
- Independence (chores, routines and maintenance),

In conjunction with Part 8 of the EHCP Annual Review: Preparation for Adulthood (Employment, Independent Living, Community and Relationships and Healthy Living) objectives.

Real-life opportunities are planned to support the highest achievement for each individual. Students learn through a variety of activities such as: travelling independently, horticulture, city visits, museums and galleries, music events, cafes and restaurants, physical challenges such as walking, cycling, bowling, volunteering in our local community, undertaking work-based learning in enterprise workshop (WeCanDoCo), planning and broadcasting for 'West Oaks Radio'.

Success indicators

- Students leave West Oaks looking forward, with confidence and anticipation, to their next course of study or employment,
- Students will make a successful transition to appropriate further education or paid employment, or volunteer work and sustain their placement.
NB: Student placements are tracked to ascertain the success of this
- Students will have gained increasing and relevant experience of the world of work.
- Students will be able to demonstrate an awareness of the skills they have learned and how these are useful in the next phase of their life.
- Students will be demonstrating increased independence and increased confidence in and outside of the classroom.
- Students will be able to follow routines when taking care of themselves (personal hygiene/ health) and their home, within their own capabilities and to the best of their ability.

'We see our students visibly grow in confidence in their final year as a result of progression through our well-defined curriculum, to become truly ready to transition into the next stage of their adult life'.

excerpt from a West Oaks summary document submitted for entry in SSAT document (Sept 2019) on employability for pupils with SEND.