



Keelman's Way School

14–19 Curriculum Statement

Keelman's Way School Policy for 14-19 Curriculum

Keelman's Vision statement

At Keelman's Way School we work together to provide a stimulating environment to ensure our pupils achieve to the best of their ability. We understand that all pupils are unique and we empower them to achieve independence and success in the wider world.

Keelman's Mission Statement

- the school environment provides outstanding facilities and staff that have a wide range of skills to meet the complex needs of all of our individual pupils
- teaching and learning are matched to each pupil's needs and present challenge towards their independence
- from their early years, pupils are encouraged to make their own choices and see through the challenges of daily life
- staff support pupils and families in their resilience as they grow into adulthood
- school empowers pupils and their families to secure the support they need for their future lives
- By securing progression throughout, pupils leave school with the skills to access the adult world confidently and with the highest possible level of independence.



Curriculum Intent 14-19

- We want our pupils to achieve to their highest level of ability in order to develop into happy and confident young adults who can take their place successfully in the wider world.
- We will develop students' communication and social interaction skills while equipping them with confidence, independence and resilience to cope with future adult opportunities.
- We will provide students with a relevant life skills curriculum which is highly personalised to ensure they make progress from their unique starting points.
- We will build on the prior learning that students have gained throughout school, moving the focus of their work outwards towards the wider world, supporting students to access the local community, in preparation for their next steps towards adulthood.

Implementation 14-19

- We provide a sequenced progression of activities through which pupils build on previous learning and develop their skills each term and year by year.
- Our students learn through a full and varied programme of activities, which includes recognised qualifications and accreditations. All students will leave with a qualification in either ASDAN Personal Progress or ASDAN PSD. Some students will also have achieved AQA and NCFE qualifications in Literacy and Numeracy, ASDAN Employability qualifications, Duke of Edinburgh Award and Arts Award; accredited awards may include Equals Moving On and other awarding bodies e.g. Climbing Awards, First Aid, etc.
- We use the Equals Moving On as a curriculum framework, giving a broad and balanced range of learning opportunities for pupils, with the flexibility to personalise individual learning based on a pupils ability, needs, strengths and motivators. In addition, students will continue to gain communication, literacy and numeracy skills through identified sessions and in a cross curricular, functional manner.

- In order to maximise engagement and ensure students make progress from their starting points, pupils will follow a pathway which suits their learning style and ability: PMLD, Semi-Formal, or Subject Specific. Teaching of literacy, numeracy and communication will be in an ability group setting to allow a strong focus on relevant skills. Students also work in a peer group situation to develop inclusion, social interaction and access to the wider curriculum.

KWS Equals Moving On Curriculum - 5 year program - 14-19		
World Studies	Independent Living	Vocational Studies
Science, Technology, Foreign Cultures, Creativity, Humanities	PSHE, Citizenship, Leisure and Recreation, Daily Living Skills	Work Skills, Careers Education/ Post School Planning
Learning is sequenced through a termly carousel of activities which allows students to make progress by building on previous knowledge, rehearsing new skills and consolidating their experiences, enabling them to generalise their understanding in new contexts.		
Enterprise, Environmental Awareness, Food Technology, Arts and Crafts, Music, Singing and Signing, themed events, cultural activities	Social Relationships, Rights and Responsibilities, Home management, Shopping, Cookery, Independent Travel Training, Horticulture, Sport and Leisure in the Community, Therapies, Links with Clubs and Community	Employability, Work Related Learning and Work Experience, Transition Planning, Enterprise, Community Action
<p style="text-align: center;">Functional Skills</p> <p style="text-align: center;">Students gain skills and knowledge in Literacy and Numeracy throughout the curriculum and in a functional way. Personal safety underpins all areas of the curriculum with an emphasis on Independence and Preparation for Adulthood.</p>		

Work Skills

We place a strong emphasis on the acquisition of Employability Skills. Pupils will access Work Placements, individually tailored to meet their needs and catering for their interests. Pupils will put their skills to practical use to take part in various enterprise projects throughout the year – making, buying and selling goods in order to raise funds for school, charity or extra trips out.

- School based placement
- Catering, Serving or Admin – Keelman’s Kitchen Cafe
- School Based admin or teaching support roles
- Teaching Support Work – school based
- Horticulture – School Allotment/grounds & Forest School
- Hebburn Helps
- Community Action Group
- Eco School
- Enterprise

- Future Routes
- The Little Haven Hotel - cafe, reception, hotel rooms
- Working at South Tyneside Homes – Clerical support/Care Assistant
- Teaching Support Work – local nursery
- West Boldon Lodge - extends horticulture skills into the community
- Morrison’s Supermarket
- South Shields Library
- Lab/Admin support- Sunderland Hospital
- Recycle for You – Charity Shop

Curriculum for Engagement PMLD Pathway

A highly individualised programme of learning based in a multi- sensory approach focussed on 4 key areas:

Communication

Cognition

Physical Motor Sensory

Emotional & Social

These are taught through a variety of activities to accommodate either skills based or process based learning and which may include:

- Intensive Interaction
- Sensory Integration Activities
- Community Awareness
- Musical Interaction
- Cooking
- Art
- Sensory Story Sessions
- ICT for Cause and Effect
- Light and Dark Room

- Physiotherapy and positioning
- Hydrotherapy
- Rebound Therapy
- Self Help Skills
- Social Inclusion Activities
- Massage
- Self Help Skills
- Music Therapy
- Body Awareness

Communication

Underpinning the delivery of activities will be the extensive use of cues and AAC (Alternative and Augmentative Communication) EG:- touch cues, sound cues, Objects of Reference, signing, symbols and photographs.

Therapeutic Intervention

All students will have access to relevant therapies and intervention groups. These may be delivered discreetly through the withdrawal of the pupil to work with a therapist or will be embedded in the pupils' daily curriculum through the use of agreed strategies developed by staff in liaison with therapists. All pupils' learning is supported and enhanced by members of the multi-disciplinary team working throughout school. Currently we work with speech and language therapists, occupational therapists, physiotherapists, teachers of the hearing impaired and visual impaired, behavioural support workers, Young People's Services, Social Workers, School Nursing Team staff and consultants.

Inclusion and Interaction

As a school we value the relationships our pupils build when working in mixed ability groupings. We aspire to 50% inclusion but have a flexible approach, identifying opportunities that are relevant and appropriate to pupils' needs and recognising times when pupils with complex difficulties may find a high level of inclusion too challenging or need an alternative curriculum to meet their needs.

Impact

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| <ul style="list-style-type: none">• Students communicate effectively in a variety of contexts and situations.• Students are increasingly able to adjust and cope with change.• Students achieve as high a degree of personal independence and safety as possible.• Students develop positive values, decision-making skills and an acceptance of responsibility.• Students develop skills of self-advocacy.• Students develop skills to make and communicate informed choices.• Students become involved in a range of social interactions with familiar people and in their local communities.• Students anticipate routines, recognise and have control over patterns in their lives.• Students work towards managing independently in a range of personal and community activities, demonstrating understanding of the needs of themselves and others.• Students develop their ability to plan, carry out and evaluate a range of activities in their immediate and community situations.• Pupils demonstrate an understanding of cause and effect in their own lives and those of others. | <ul style="list-style-type: none">• Students experience and develop their understanding of the world of work.• Students use their understanding of themselves to access their rights and acknowledge their own achievements and make informed choices about their own futures.• Students are able to functionally use their knowledge and skills in a wider range of contexts, generalising across school, home and the wider community.• Links with the community will be developed so that students become valued members of their community.• Students develop positive attitudes to the safety of themselves, others and equipment.• Students demonstrate appropriate presentation skills.• Students have developed awareness of possible Health and Safety issues in relation to context, situation and environments.• Links with future placements are developed to enable students to achieve a smoother transition into adult life.• Students develop manipulative skills. |
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<ul style="list-style-type: none"> • Students have increased cooperation, tolerance and respect for others. • Students develop an understanding of their place in the living world in relation to the past and present including their local communities. • Students utilise the knowledge, understanding and skills gained to enhance their lives as adults. • Students develop moral and spiritual awareness. • Students use a variety of methods to express ideas and access information e.g. information technology including individual communication systems and aids. 	<ul style="list-style-type: none"> • Students develop knowledge and understanding of the natural and manmade world and its resources. • Students appreciate and enjoy the expressive arts. • Students develop an awareness of the inner self and acquire insights into the wonder of the world by developing an appreciation of the world and its people. • Students have opportunities to explore, select and safely use appropriate materials for specific purposes. • Students experience and appreciate the language and lifestyles of other cultures. • Students explore the effect their actions may have on their environment.
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Progress Measures		
<p>All Pupils have a highly personalised curriculum to meet their unique needs and interests.</p> <p>All Personal Learning Goals are linked to pupil's EHCP outcomes and assessed termly using MAPP</p> <p>Individual achievement and progress will be recorded on the Evidence for Learning app.</p> <p>. Depending on which pathway they are on, pupils' progress will be assessed and their achievements celebrated using appropriate frameworks.</p>		
PMLD Pathway	Semi Formal Pathway	Subject Specific Pathway
<ul style="list-style-type: none"> • Routes for Learning • Engagement Scales • ASDAN Personal Progress Qualifications. 	<ul style="list-style-type: none"> • Semi formal framework • ASDAN Personal Progress Qualification, • Duke of Edinburgh, • Arts Award Discover. 	<ul style="list-style-type: none"> • PIVATS 5 • ASDAN Personal and Social Development Qualification, • ASDAN Employability Qualification, • AQA Maths, • NCFE Functional Literacy, • Duke of Edinburgh, • Arts Award Explore.

Example Daily Routine

Typically, pupils will start the day in their tutor groups alongside their peers, and may have a Wake Up Shake Up, Daily Mile or Singing and Signing for 15 minutes.

Pupils will be ability grouped three mornings in order to access a highly differentiated curriculum for Literacy Numeracy and PHSE. Pupils will return to their peer group for their morning break and their dinner break.

In the afternoon pupils will be with their age/peer group working with a variety of staff in differing locations and on a wide range of subject areas. Alongside this may be groups working in a targeted way based on more structure or delivery of therapies.

Tuesday has a focus on Daily Living Skills -eg shopping, food tech, safety in the home and community, horticulture and travel training.

Wednesday - Work Related Learning and Work Placements - full day in or out of school on placement and focussed on skills for the workplace.

Friday mornings all pupils will choose an option for Leisure and Hobbies, many will access the local community. The afternoon is focussed on personal development and may include work on Duke of Edinburgh Awards.

Opportunities for Personal Development, Health and Wellbeing are provided throughout the week and linked to Preparation for Adulthood.