



West Oaks Moving On Curriculum Pathway





'Excellence for Everyone'

Curriculum Policy

Moving On Pathway

Rationale

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

Quote from an article published in the SSAT publication 'Employability skills for pupils with SEND' Sept 2019

The Moving On curriculum has been designed and implemented to take our learners through motivating and meaningful learning opportunities over the course of their 16+ education.

It is carefully planned and sequenced so as 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 early years and primary phases of their time in school where 'The characteristics of effective learning' form the foundations for learning: The active, first-hand experiences create a climate for our learners to experience carefully constructed provision which promotes and encourages communication and problem-solving skills.

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

Informing our vision

The curriculum reflects the interests of students as well as providing opportunities to learn essential skills for life beyond school and is designed by staff in the 16+ department.

Alongside school staff, parents and carers have an opportunity to influence the learning pathway for their child 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 learning as we are all working towards 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 or even to the world of work upon graduating from West Oaks. The repeated practice and consolidation of skills enables our students to confidently and increasingly 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 real life situations we help our students to develop an awareness of the needs of others. We aim to nurture non-self-seeking characteristics as these we feel are central to enabling each individual to adjust seamlessly into community life on leaving West Oaks. These will look different



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for every student but may include socially acceptable behaviours such as 'being polite', holding doors for others, offering help, turn-taking in conversations, tidying up, knowing appropriate boundaries and being able to act upon this knowledge, recognising their own emotions and being able to self-regulate.

Consistency of expectations and strategies help our students to practise behaving in ways which will maintain their own safety and that of others around them.

We work to reduce any behaviours which may lead to restricted access to the variety and benefits of family and community life in the future,

Personal Social and Health Education and Relationships and Sex Education:

The personal, social and emotional, health and wellbeing elements are covered through different learning strands in our Skills 4 Life subjects, divided into 3 strands over the course of an academic year and delivered over a 3-year cycle:

- ★ *Self-Care*: Personal Care & Hygiene, Clothing Needs and Managing & Monitoring Health
- ★ *Independence Skills*: Household Cleaning, Household Shopping and Household Maintenance
- ★ *Personal & Social Development - Relationships and Sex Education*: Families & Relationships, Online & Media, and Intimate & Sexual Relationships

Religious Education:

The RE curriculum gives students the opportunity to build on their knowledge of 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.

Through classroom-based as well as off-site experiences, our students learn to communicate their knowledge, as well as identify and develop an understanding of ethical issues. RE helps to develop a sense of identity and belonging, meaning, purpose and truth, values and commitments.

Preparation for work:

Some of our students may develop the skills and confidence to be able to transition into the working world, whether it be in the voluntary sector or into paid employment.

Though this number may be small in any given year group, there is still great value for *all* our students to participate in practising 'skills for the workplace'. These skills in communication, problem-solving and collaborative working are extended through meaningful and age-appropriate work experience projects such as:

- 'Bistro 16': our in-house, small scale catering and hospitality enterprise.
- Horticulture and gardening: growing and selling produce.
- Preparation for Adulthood in terms of personal hygiene, independent travel, household skills.
- 'WeCanDoCo': our registered charity promotes enterprise opportunities in designing, producing, buying and selling.
- 'Radio West Oaks': recording, editing and broadcasting radio programmes via our in-house radio station.
- Off-site work experience placements.



Participating in social and cultural enrichment experiences:

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

There is an expectation that students will undertake and take a lead in school tasks and routines. We believe that these responsibilities help 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 beyond the classroom.

The Personal, Social, Health and Citizenship Education (PHSCE) elements weave through the strands of the Moving On curriculum, more specifically via the topic themes within the Religious Education and English teachings; fostering a 16+ learning environment that enables thoughtful discussions with a variety of opinions and perspectives.

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 others' perspectives.

Qualifications

NOCN Functional Skills, Independent Living, SETPD and The Duke of Edinburgh's Award:

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

The NOCN Functional Skills assessments enable our students to apply their literacy, numeracy and digital knowledge in a practical manner. The NOCN Independent Living and SETPD qualifications enables our students to acquire qualifications in our 'Skills 4 Life' strand. Students can progress through the levels from Entry Level 1 through to Level 2.

Throughout their studies in the Moving On curriculum, students have the opportunity to achieve a Duke of Edinburgh's Bronze Award, utilising the skills they develop in Preparing Food, WeCanDoCo and Physical Activity.

Organisation of learning

Students transition into 16+ from 3 curriculum pathways; Footsteps, Stepping Stones and Reaching High. Students are assessed upon transition into Year 12, helping to confirm the 16+ curriculum route they are best suited to.

The routes most likely to be followed;

- Students from the Footsteps curriculum pathway undertake the Footsteps 16+ curriculum, which utilises the successful strategies seen in the Footsteps curriculum. The Skills 4 Life strands of learning within Moving On are mapped to the Footsteps C&I, C&L, S&P and SEMH engagement statements, as well as the individual student's Learning Intentions.



- Students from the Stepping Stones curriculum pathway undertake the Pre-Entry Steps 4 - 7 curriculum, where students continue to develop their life skills from our in-house Skills 4 Life strands of learning and the external awarding body NOCN and their Independent Living specifications route.
- Students from the Reaching High / Higher curriculum pathway undertake the Entry Levels / Levels 1 & 2 curriculum, where the Skills 4 Life strands of learning are mapped to the external awarding body NOCN and their Independent Living/ SETPD specifications. Standardised qualification coursework requirements are outlined within the medium term planning at key points to evidence a students' achievement in a specific strand.

A student's individual needs are catered for through differentiated learning, through individualised learning plans and differentiated activities and associated resources. The pathway plan for each student is reviewed regularly and adjustments made, which may include movement into a different route if it is appropriate, ensuring potential is being achieved.

The 16+ Curriculum's long term plan outlines the themes and projects over the course of a 3 year cycle. The medium term plans are differentiated in each unit and indicate the range of objectives and qualification criteria to be taught within the term.

Breadth and balance within the 16+ Footsteps and the Moving on pathway.

We support, enable and promote the highest achievement for each individual. Students learn through a variety of activities. Students in 16+ build on their existing skills with opportunities to apply them in functional, everyday contexts.

Through work related learning projects students learn and practice skills for their life beyond school.

16+ English, Maths and the Independent Living curriculum has been designed to take into account the NOCN range, coverage and objectives alongside the Skills 4 Life objectives within our progress monitoring system, Connecting Steps and in-house assessment processes.

These objectives lend themselves to the 5 key areas of our curriculum;

- Self-Care, including physical challenges such as walking, cycling, team games
- Preparing Food
- Travel - travelling as a pedestrian and using public transport, visiting places of worship and museums / galleries visits, music events, cafes and restaurants.
- Independence (household chores, shopping and maintenance)
- Futures- such as volunteering in our local community, 'WeCanDoCo' our work-based learning in our enterprise workshop, Outdoor Learning, Bistro 16 and planning and broadcasting for Radio West Oaks. This is in conjunction with Part 8 of the EHCP Annual Review: Preparation for Adulthood [Employment, Independent Living, Community and Relationships and Healthy Living] objectives.

Success indicators



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We know that our curriculum is having a positive impact when ...

- Students will have gained increasing and relevant experience of the world of work, demonstrating an awareness of the skills they have learned and how these are useful in the next phase of their life.
- Students will demonstrate improvements in confidence and independence in and outside of the classroom.
- Students will have improved in their ability to follow routines when taking care of themselves such as personal hygiene and managing their own health and their home, within their own capabilities and to the best of their ability.
- The achievement of a happy and successful transition to the next stage of life - further education, paid employment, or volunteer work. Sustaining this placement is a significant marker of success.
- As a result of their 16+ education students will leave West Oaks with confidence and enthusiasm for their next course of study or employment.

We track student placements to evaluate our provision and to inform future practice.

We celebrate our graduate pupils' lives with our yearly 'Alumni event'.