

Our Curriculum



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Post 16 Intent for learning and teaching

- To equip students for adult life by increasing independence and reducing dependency on others, increasing self-confidence, promoting self-advocacy and emotional resilience through a wide range of learning opportunities on site and in the wider community.
- To provide a functional curriculum that inspires and enables all students to explore and gain skills to prepare them to be active participants in their own futures and the wider community.
- Post 16 develops employability, independent living skills, community inclusion and health and wellbeing for our young people linked to the preparation for adulthood outcomes.
- Students are supported to recognise their own strengths, skills, and areas for development.



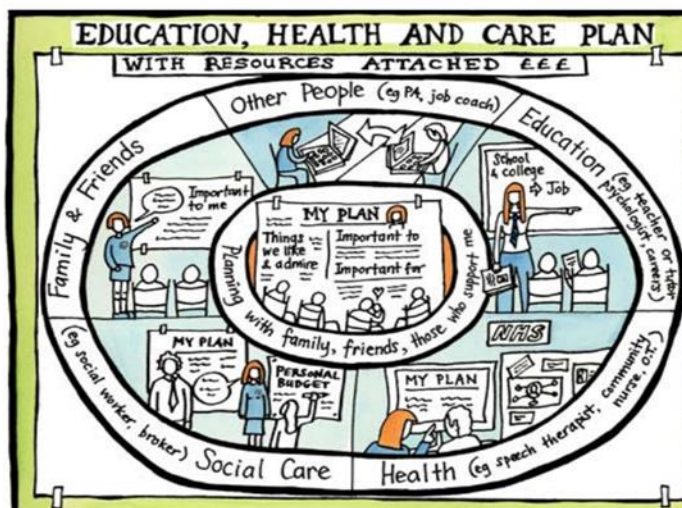
- We ensure that the education that our young people receive is adapted to meet their individual needs and relevant to the demands and contexts of both their local communities and wider world.

EHCP

All our young people have an Education Health and Care plan.

The Special Educational Needs and Disability Code of Practice 2015 (SEND) emphasises *Preparing for Adulthood* from the earliest years.

In Post 16 we will work with the family and young person to ensure that their plan and outcomes are preparing them for their adult lives.

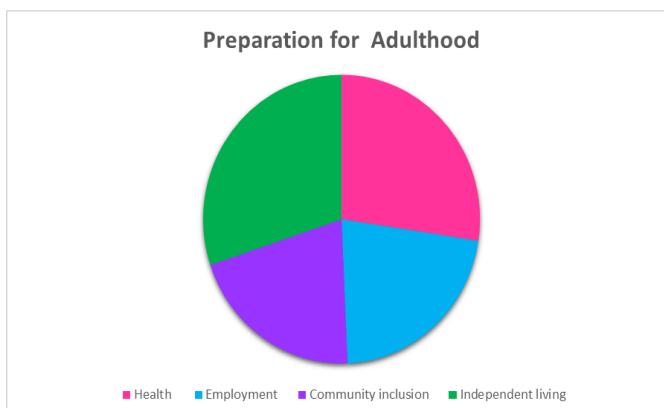


The outcomes are aspirational and our role as educators of children and young people with SEND, is to navigate a meaningful and realistic pathway that is both challenging and respectful. A pathway that enables full and active participation in their communities, with access to engaging and relevant activities, that support their mental health and wellbeing into adulthood.

All students are supported to prepare a personalised PowerPoint for their review, with photos and evidence linked to the Preparation for adulthood outcomes and curriculum.

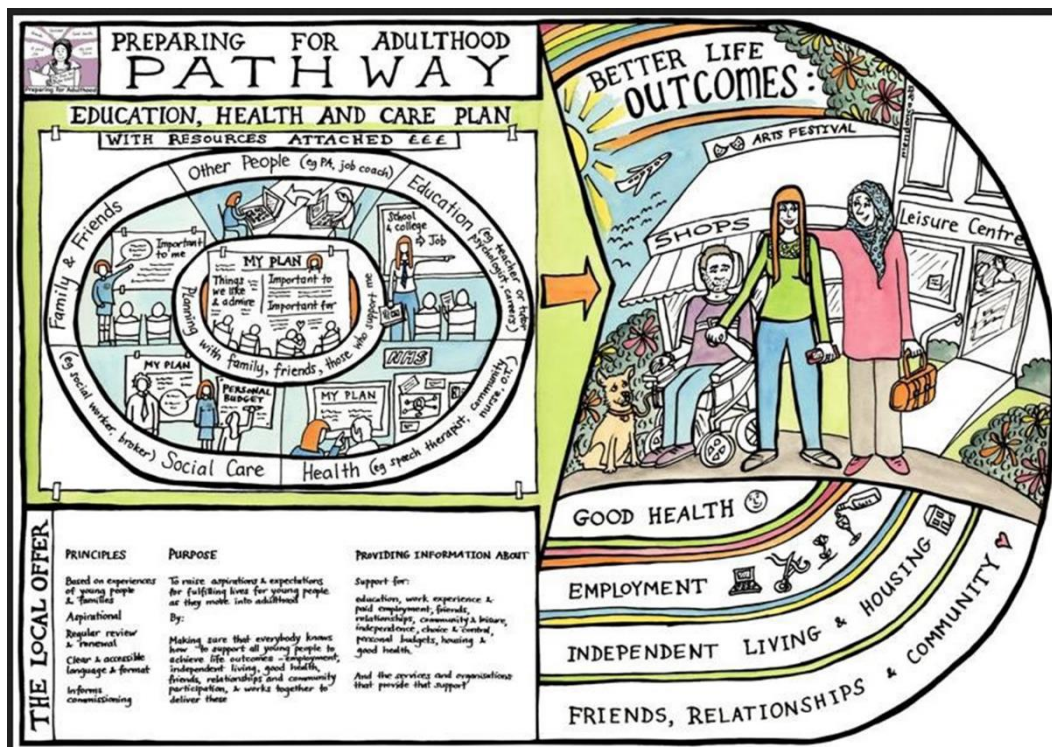


At the review we identify what the next steps are towards the outcomes and how we continue to prepare them for their adult lives, shifting the focus according to the needs and aspirations of the young person.



The Curriculum

Preparation for Adulthood



In College we work on preparing our students for adulthood through our four curriculum areas:

- Community inclusion
- Employability
- Independent living
- Health and Wellbeing

These curriculum areas are linked to the preparation for adulthood outcomes. We ensure that the education that our young people receive is adapted to meet their individual needs and relevant to the demands and contexts of both their local communities and the wider world.



Employability



Community inclusion



Health and Well-being



Independent living

Employability statement of intent

We work with students and families to ensure that tasks and sessions are developed to be inclusive, purposeful, and meaningfully involve all of students regardless of their level of need.

There are planned and bespoke opportunities for students to develop life skills and work-related experiences on and off site. On site we have access to the Farm, the Trees café and shop, site related work, reception and kitchen. Off site we work with local retailers and employers to facilitate supported and independent work experience and work placements.



Employability

The key curriculum intents are to ensure that:

- All students participate in activities that are meaningful
- All students engage and enjoy their learning
- All students have opportunities for self-advocacy
- All students contributions are valued
- All students make functional application of their numeracy and literacy skills
- All students engage in and learn from the Skills Builder program in readiness for employment, further education voluntary work and being active and fulfilled members of their own community



Community inclusion statement of intent

We work with students and families to develop interests through regular community visits and our enrichment curriculum.

We have daily fitness sessions through the Saints foundation, Forest school sessions, options from Newsletter editor through to Boxing and a wide range of Friday afternoon clubs and opportunities for Year 14 students to undertake Bronze Duke of Edinburgh award

All of which students advocate for when able to do so, to design their own timetable's mixing with students across the whole site and on site adult day services.

The key curriculum intents are to ensure that:

- All students have a chance to advocate through expressing preferences or making choices about what they do
- All students will be supported with developing and maintaining friendships
- All students will have supported access to events and facilities in their own local communities
- All students will be able to contribute to society and their community in meaningful and enjoyable ways
- All students will have Relationships and Sex education at the appropriate developmental level, and learn how to keep themselves and others safe
- All students, through the range of opportunities given to them, will be able to identify ways that they can occupy themselves as an adult



Community inclusion



SAINTS
FOUNDATION



Health and wellbeing statement of intent

We work with students and families to support their transition from children's to adults services for health and therapy.

All students are supported to manage their own health as they move into adulthood. Education professionals use person-centered approaches and work in partnership with health and social care colleagues as part of the EHCP planning process.



Health and Well-being

The key curriculum intents are to ensure that:

- All students will work on how to stay healthy through diet and learning to prepare simple healthy meals
- All students will engage in a range of physical activities, including yoga, boxing and meditation
- All students will undertake So Safe work to keep them safe in a range of contexts
- All students are supported to identify and advocate for their own needs
- All students are supported in understanding their own uniqueness and developing and maintaining positive self esteem
- All students are supported in taking risks, making mistakes and developing resilience in safe and supportive way
-



SoSAFE!

DR P
THE
MASK



PEDALL
New Forest Inclusive Cycling

Independent living statement of intent

We work with students, families, and other services to support them in preparing for independent living and or reducing their need for support from others.

All students are supported in preparing for independence, whether they are going to move onto living independently, remain with family or supported living. This will involve specific task-based learning, real life situations and use of our Life skills flat and the wider community.



Independent living

The key curriculum intents are to ensure that:

- All students are in control of their own life
- All students have aspirational targets for independence
- All students will work on functional tasks in the Life skills flat and be supported to generalise these skills into home setting
- Students that it is relevant for will be supported with budgeting and managing money
- Students it is relevant for will be supported in e form filling and accessing the online world
- Students it is relevant for will be supported with travel training
- Students that have chosen to, will complete the Chef academy option
- Students that have chosen to, will work in the Pop up shop hosted by Flourish, others will come as customers and or prepare items to sell in enterprise sessions



Assessment and accreditation at Great Oaks College

OCR

All young people are entered for OCR Life and Living Skills accreditation of the work and sessions that they undertake. These are nationally recognised accreditations and allow our young people to gain meaningful accreditation celebrating their successes throughout the time they are with us. The accreditation recognises achievement within the wide range of needs of our students.



Live and Living skills is a foundation learning qualification is accredited on the Qualifications and Credit Framework (QCF) and is available at Entry Level 1, 2 and 3.

It offers many 'bite-sized' units across a broad range of skill areas.

We build our sessions and their curriculum around the students' needs and the OCR framework provides opportunities for us to accredit the learning. Our students drive the learning and the curriculum they receive and accreditation is the end result.

ImPACTS@GreatOaks – ImPACTS is an assessment, monitoring, target setting and implementation tool that allows the teaching and assessment of the developmentally young and will be used for students in Great Oaks College that have come to sue from Pathways 1.



It is written and developed by Rosewood school who we share the following aim with;

“We believe that in order to provide an effective learning environment it is necessary to have a detailed and shared understanding of a learner’s needs.”

A detailed assessment of where a young person is enables us to meet them there and plan for the small steps needed to enable them to make progress.

ImPACTS Curriculum

Each key skill area has an accompanying suggested curriculum, this can be used to inform the development and writing of age respectful and developmentally appropriate schemes of work.

Self-assessment clipboards and IEPs

We believe it is important for our students to be actively engaged in reviewing their learning and planning their next steps.

Students will have their Individual education plans and targets on a clipboard. The targets are developed as small steps towards their EHCP outcomes. Taking it with them as they travel around the site for options. Encouraging students to reflect on their progress.

All students will have time in the week to review their progress and plan their next steps, identifying a key area of focus.



Passport to adult living (PAL)

The PAL will bring together all the key information about a student. We engage with the student, family and other services such as therapy and social care to collate the information. This will be shared with adult providers, to help inform what we believe the next steps on the young person's Pathway to Adulthood will be.

Additional information will support how adult services develop their approaches and provision to meet the needs of our young people. And to provide key areas of focus to support young people with.



PAL content

- Front cover with pie chart of PfA approach for the individual and a summary statement
- IEP targets
- Individual Behaviour Plan
- Communication passport
- Pen portrait
- Therapy input
- Copy of last report

The charts below provide a visual representation of how we ensure we are following the right path for each young person.



Year 12 student who will have a term of focusing on all four outcomes, as we assess and review with the student and family what are the key areas to focus on.

Year 14 student about to leave to go onto two days at Southampton City Farm as a volunteer and 3 days at Totton College to continue with his education with a suggested focus on managing on accessing the community and skills for independent living.

Leavers destinations	
2019	<p>Yr 14 Totton College Live Skills pathway Yr 14 City College to study an NVQ Yr 14 Minstead Trust Yr 14 to Thrive adult day service Yr 14 to Way ahead adult days service Yr 14 to Avenues 19-25 at Rosewood to continue education Yr 13 to Yeovil</p>
2020	<p>Yr 13 1 Albany Farm home for residential 24 hour supported care Yr 13 1 Fortune Centre New Forest Yr 14 1 Outreach and Way ahead Yr 14 6 Totton College Live Skills pathway</p>
2021	<p>Yr 13 1 Elective home education Yr 14 7 Totton College Live Skills pathway Yr 14 1 Newbury college Yr 14 Totton NVQ music</p>
2022	<p>1 yr 14 Thrive 6 Yr 14 Totton College Live Skills pathway 1 Yr 13 City College</p>