

Welcome to 6th Form

18.02.22

6th Form in September 2022

- 47 students
- 5 classes
- A variety of pathways best fitted on abilities, interests and aspirations
- We are flexible and adaptive to the needs of our students

6th Form Curriculum ethos

- ▶ Independent living skills
- ▶ Communication and social skill focus
- ▶ Confidence in the Community
- ▶ Functional Literacy / Numeracy
- ▶ Work Experience
- ▶ Employability pathways

Confidence in the Community

- ▶ Living Potential Farm
- ▶ Library
- ▶ Shops / supermarkets
- ▶ Cafes and restaurants
- ▶ Post offices, banks etc.
- ▶ Leisure facilities - cinemas', bowling etc.
- ▶ Community swimming pool
- ▶ SSSP Opportunities
- ▶ Community Gym
- ▶ Theatres
- ▶ Travelling on public service vehicles

Assessment and Qualifications

- ▶ ASDAN Personal Progress: Entry level 1
- ▶ ASDAN PSD: Entry level 1, 2 & 3
- ▶ NCFE Functional Maths, English (life and living skills)
- ▶ Q arts award
- ▶ John Muir Award
- ▶ Duke of Edinburgh
- ▶ PSHE ASDAN Short Course
- ▶ I can lead (sports award)

Work Experience

- ▶ In house work experience placements and work related learning e.g office, kitchen, classroom based, 5 trees café, maintenance etc
- ▶ Work experience within the community e.g cafes, shops, hotel, hairdressers etc
- ▶ We now have a school job coach

Housekeeping

- ▶ We ask for £2 per week class fund
- ▶ A personal care bag to be kept in lockers
- ▶ Spare clothes to be changed into for any sporting activity
- ▶ Library card /bus pass
- ▶ Home/ School book for all communications
- ▶ Independent living skills sessions - £3.60 a week
- ▶ Up to date timetable in front of home school book
- ▶ Learning intentions in the back of the home school book

Multi-Disciplinary Team

- ▶ Hazel Smith - Physio
- ▶ Elizabeth Sykes- OT
- ▶ Wendy King, Cathrine Thurlby - School Nurse
- ▶ Jayne Kiddie and Mel Waud (LD Nurses)
- ▶ Megan Critchlow, Fran Copping, Annabelle Calpin SALT
- ▶ Anne Joel - Careers / Transition

Our sixth form curriculum intent overall

The Post 16 programme of study at Springwater has a core focus that is driven by the intention to prepare our learners for adulthood, whatever pathway the students are accessing. Students access a curriculum that is designed and directed by themselves as well as other stakeholders such as parents, carers and staff through consultation at the beginning of each academic year.

We aim to provide a curriculum that focuses on students' long term aspirations and identifies appropriate steps that need to be made to progress towards achieving these aims. Students are encouraged to take as much responsibility for their learning as possible and independence is encouraged at all academic levels. We want our students to take pride in achieving individualized targets that are attainable, appropriate yet aspirational.

Our intent is based on pupils aspirations and outcomes from their educational health and care plans and the different areas within these plans.

Our curriculum pathways are split into differing levels: Independence and Employability, Being Independent, Towards Independence and Communication and Interaction.



SIXTH FORM CURRICULUM AIMS

Driven by the intention to prepare students for adulthood and independence

Provision of a curriculum that focuses on students long term aspirations

Pupils develop self-esteem, confidence and self-awareness

Supporting students to access local facilities and to participate in community events

Enhance and develop communication skills

The provision of individualised learning pathways and a bespoke curriculum

Supported work experience opportunities and internships

Students experience extended transition through college links courses (off site learning)

A curriculum that is designed and directed by the students and other stakeholders

To play an important part in maintaining and improving our local community

AIM

Sensory Development
The sensory pathway aims to deliver a full sensory pupil-driven curriculum.

Towards Independence
With 3 main pathway focuses; Community, Independent Living Skills, Creativity and Wellbeing.

Being Independent
Supporting independence, promoting rights and responsibilities. Equipping students with the skills and tools for independent living.

Employment and Independence
Preparing students with the skills they need to step into the world of work.

ACTIVITIES

Movement Therapy
Rebound Therapy
Hydro Therapy
Music Therapy
Independent Living skills
Communication Sessions

Accessing local facilities, using libraries, leisure centres, cafes and shops.
Travel training. Shop, cook, eat. Enterprise.

Functional Maths and English. Work related learning and experience. Using public transport to access local facilities. Shop, cook, eat. Enterprise.

Functional Maths and English. Off site work experience. Internships. Job coaching. Accessing local facilities independently. Independent travel.

AWARDS

ASDAN Diploma

ASDAN Diploma
John Muir Award
Q-Arts Award
ASDAN Short Courses

ASDAN Diploma
NCFE Functional Maths and English
Duke of Edinburgh Award
ASDAN Short Courses

ASDAN Diploma
NCFE Functional Maths and English
Duke of Edinburgh Award
ASDAN Short Courses
Supported Internship
I Can Lead Award

Sixth form curriculum intent

The Post 16 programme of study at Springwater has a core focus that is driven by the intention to prepare our learners for adulthood, whatever pathway the students are accessing. Students access a curriculum that is designed and directed by themselves as well as other stakeholders such as parents, carers and staff through consultation at the beginning of each academic year. We aim to provide a curriculum that focuses on students' long term aspirations and identifies appropriate steps that need to be made to progress towards achieving these aims. Students are encouraged to take as much responsibility for their learning as possible and independence is encouraged at all academic levels. We want our students to take pride in achieving individualized targets that are attainable, appropriate yet aspirational.

SHOP COOK EAT

Students will make collaborative decisions about what they would like to make for their lunch every week. They will then plan for this within a set budget. **Students will visit a local supermarket with their list, and shop with as much independence as possible for the ingredients.** Back at school the students will be encouraged to follow simple instructions to independently make their lunch.

PERSONAL SAFETY IN THE HOME AND COMMUNITY

This term, students will work on their awareness of the risks they could face in the home and when travelling around in the local community. Students will be supported to develop strategies to help reduce risk. Students will be challenged to make decisions based on travel and staying safe.

ICT

Students will continue towards their Entry Level ICT Functional Skills accreditation, developing practical, transferable skills in ICT in order to work confidently, effectively and independently in life.

This term, students will continue working on their awareness of online safety and use scenario based learning to apply this knowledge and gain an understanding of digital footprints. Students will explore the use of the internet to search for information and how to use this information in a purposeful way.

ENVIRONMENTAL AWARENESS

Students will continue to focus on environmental issues, and what it is humans do to harm the environment. This term, students will focus on environmental issues in the home, the impact of these and ways in which they can be managed to reduce their impact.

SPRINGWATER SIXTH FORM

Being Independent, Employment and Independence Pathways

SPRING 2021

PREPARATION FOR ADULTHOOD

Students will continue to prepare for adulthood through a weekly focused session on the four key areas: education and employment, health, independent living and community inclusion.

MAKING MOST OF LEISURE TIME

Students will continue to develop to their knowledge, understanding and experience of taking part and planning social /leisure activities. This term, the focus will be planning and experience activities that they can do at home in their leisure time. There will also be opportunity to plan ahead for leisure activities in the local community they would like to do.

FUNCTIONAL MATHS

Students will continue to develop their confidence in their use of fundamental mathematical knowledge and skills following the NCFE entry level syllabus. Students will develop their understanding by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks. This term we will focus on Maths skills in relation to leisure time.

PREPARATION FOR WORK

Students will continue to develop their skills and knowledge in preparation for the world of work. This term, students will practice completing CVs and application forms and focus on how to prepare for an interview. There will be opportunities to embed their knowledge through role play and work placements in school such as the social café or business enterprise sessions.

FUNCTIONAL ENGLISH

This term we will focus on English skills in relation to leisure time - initially thinking about all of the things that we do in our leisure time and then developing our English skills in relation to these.

- Looking at texts, websites, books, leaflets and showing our comprehension and understanding of these.
- Applying to join a new team or show an interest in an activity by filling a form in with accuracy and precision.
- Give reviews of leisure activities in writing - sharing opinions and reflecting on hobbies that are enjoyed, making recommendations to others.

BUSINESS ENTERPRISE

This term, students will have weekly opportunities to research, budget, **shop**, create and advertise their business vision within a group environment.

CREATIVE MEDIA

This term, students will be producing short videos. The aim is to promote confidence and self-awareness in a fun and fast-paced environment. Student will write, develop and produce their own series of audio visual projects.

PERFORMING ARTS

This term, students will develop awareness of production of plays/musicals. Students will be able to express themselves creatively, working together and encouraging each other, giving feedback and work to improve their performances.

DUKE OF EDINBURGH

This term, students will continue to work towards their Duke of Edinburgh Award through weekly sessions and independent out of class hours. Students will have opportunities to build confidence, resilience, skills for work and friendship groups.

HEADSPACE AND MINDFULNESS

This term, students will have the opportunity to participate in different activities that support their physical and mental health. This includes sports, yoga, walking, rebound therapy and pamper sessions.

SPORTS LEADERS

This term, students will continue to work on their I Can Lead Award with weekly sessions on the skills and qualities needed for leadership, communication skills and strategies. It is also an opportunity for students to focus on teamwork and participate in sporting activities.

Outcomes in 6th form: Towards independence

Student aspirations

Taken from EHCP, 'what's important to me in the future'

Student voice

Long term outcomes

Taken from EHCP document

The implementation of our curriculum as a whole is through the 5 EHCP core areas
The 5 areas: Cognition and learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and Physical (only when appropriate); Preparing for adulthood.

Short term Outcomes

Predominantly taken from ASDAN PP units, the units selected should feed into the long term outcomes. All PP units are live and students can work between different units at any given time
Outcome can also be taken from the Move programme, Q-art award, John Muir award, ASDAN PSHE, Swimming or Rebound goals etc.

Individual learning intentions for lessons

Adapted from short term outcomes wherever possible

Evidence

Individual learning intentions to be used as evidence of progress made towards outcomes and eventually their personal aspirations

Evidence predominantly recorded on Tapestry

Progress to be recorded on individual pupil ASDAN progress sheets

Progress to be reviewed each term.

Movement & rebound trackers

Annotated work books

Outcomes in 6th form: Being independent and independent & employment

Student aspirations

Taken from EHCP, 'what's important to me in the future'

Student voice

Long term outcomes

Taken from EHCP document

The implementation of our curriculum as a whole is through the 5 EHCP core areas
The 5 areas: Cognition and learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and Physical (only when appropriate); Preparing for adulthood.

Short term Outcomes

Predominantly taken from ASDAN PSD units, the units selected should feed into the long term outcomes. All PSD units are live and students can work between different units at any given time
Outcome can also be taken from the other accreditations: NCFE functional Maths & English (weekly focuses provided), DuE, I can lead, PSHE ASDAN, Movement or rebound etc

Individual learning intentions for lessons

Adapted from short term outcomes wherever possible

Evidence

Individual learning intentions to be used as evidence of progress made towards outcomes and eventually their personal aspirations

Progress to be recorded on individual pupil ASDAN progress sheets

Progress to be reviewed each term.

ASDAN portfolio's used to evidence short term outcomes.

NCFE functional skills portfolios

Movement & rebound trackers

Annotated work books e.g work experience journals, preparation for adulthood etc

My aspirations

- I would like to work in a garage
- I want to be able to do my own washing and make my own meals

I would like to drive a formula 1 car

I want to travel with friends on the bus without any support

Long term outcomes

L & D: To have functional English and Maths skills in order to be more independent both at home and in the community

C & I: To have developed his social communication skills in order to be more independent in the community

SE & MH: To demonstrate the ability to stay safe out in the community.

S & P: To live a healthy and active lifestyle

PFA: Be able to budget, with some support, in order to meal plan or buy affordable outfits

Cognition and learning

To identify the cheapest item from a selection provided

To manage a small daily budget

Communication and interaction

To seek assistance from an unfamiliar 'safe person' in the community

To complete a shared task in the community with a peer with minimal support, reflect on your own contributions

Social, emotional and mental health

To identify key ways of keeping yourself safe in school and the community

Independently lead group on foot and bus to agreed destination

Sensory and physical

To participate in games during free time

To independently undertake a personal care routine

Any questions?

Please could you take a questionnaire, we would to here your views