



OPPORTUNITY WITH DIGNITY

Upper School Curriculum



Breakspeare School

Upper School Curriculum

Aim:

The upper school consists predominantly of children within the Key Stage 4 and Key Stage 5, 14 – 19 age range.

The aim for the Upper School is for all students to become independent learners, and to be able to communicate their wants, needs and preferences. We aim to equip them with the skills to access local amenities and to develop lifelong interests and hobbies. The development of skills such as Communication, Interaction, Thinking and Exploring will underpin all learning.

We aim for all students to leave Breakspeare School as confident individuals and responsible citizens enabling them to be valued members of their local community.

In order to achieve our aims we work with Youth Connexions, speech and language therapists, occupational therapists and physiotherapists to prepare our students for adulthood by:

- Developing a shared vision between the young person, their families and all other agencies involved in their care.
- Raising aspirations for a fulfilling adult life by sharing clear information about what has already worked for others.
- Developing a personalised approach to all aspects of support using person centred practices.
- Developing individualised post 16 options and support that may in the future lead to employment, independent living, good health, friends, relationships, community inclusion and hobbies / lifelong interests.





The Upper School Curriculum:

The curriculum in the Upper School is based on the Equals 'Moving On' curriculum, which is a flexible package of curriculum specifications, appropriate for students with a range of complex learning challenges.

The curriculum is structured as a five year rolling program. It focusses on the following areas of learning:

- **My Functional Skills** (Communication / Literacy/ Functional Maths)
- **Myself** (PSHE /Sex & Relationship Education)
- **Daily Living Skills**
- **My Leisure Skills** (Art/D&T/ music / Drama/ P.E)
- **My Community** (Humanities and being part of a wider community)
- **Work related Learning** (Careers and preparing for Adulthood)
- **Expanding my horizons** (Science (Key Stage 4), Eco schools/ Computing Key Stage 4 can be *taught as a discreet subject or through other subject areas*).

Imbedded in the curriculum are the following key areas which prepare the student for adult life beyond school. These are:

- Leisure within the community (e.g. sailing, swimming, shopping, Horticulture , bowling)
- Leisure within school (e.g. yoga, rebound therapy, swimming, dancing)
- Where it is relevant, weekly college visits to West Herts, which is one of our local Further Education providers. Students take part in lessons with mainstream students and use the college facilities such as the canteen.
- Developing independence skills through catching the bus to college, going shopping, visiting facilities within our local community, cooking at least one day a week and carrying out jobs of responsibility within school.
- Where it is possible and relevant students will have completed work shadowing opportunities in school, progressing to work experience days in Key Stage 5.
- Transition days to chosen college in their final year at school.





Our aim is that all students on leaving Breakspeare will achieve a minimum of one externally accredited award such as an AQA Unit Award and / or one ASDAN, Towards Independence accreditation which results in the students receiving a certificate for meeting the required targets in the module. These accreditations are chosen to meet the individual needs of our students and to develop skills being focussed on within the topic being covered.

The Upper School Curriculum recognises all learners as individuals and therefore teaching and learning is tailored to support and meet the specific needs of each learner. For pupils with a profound and multiple learning disability we work on a Sensory/Creative Curriculum, delivered through age appropriate learning activities



Frameworks for teaching and Learning:

In Breakspeare to support the teaching and learning for our students we use the following frameworks:

- SCERTS
- TEACCH
- PECS
- ELKLAN
- INTENSIVE INTERACTION
- ATTENTION AUTISM



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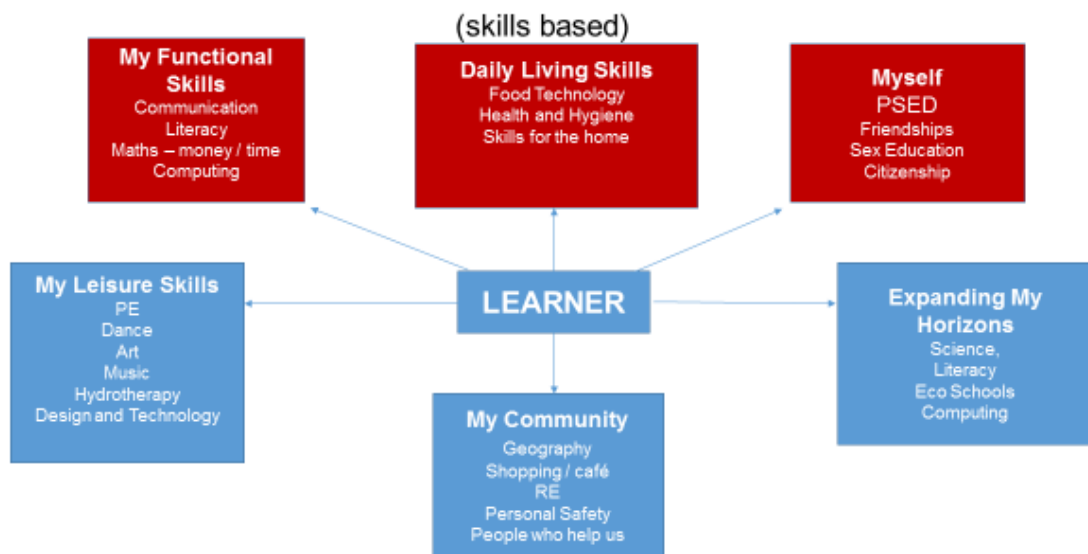
Key Stage 4 Curriculum:

Students in Key Stage 4 will follow the Breakspeare Secondary Curriculum, but with more emphasis on using previously acquired skills in practical situations.

The KS4 curriculum is designed to have more emphasis on developing independence and the skills needed for adult life.

There is a progression from the KS3 curriculum in that students are now expected to use more independent learning skills and develop self-advocacy through communicating what they like, dislike and therefore have more control over their curriculum and learning.

• SECONDARY CURRICULUM (KS3, KS4)



The KS4 curriculum uses AQA and ASDAN's Towards Independence programme as a framework for accrediting students work across all areas, see below:

KS 4 - ASDAN Towards Independence modules:

* All students

- *STARTING OUT
- GETTING TO KNOW A GROUP
- MEAL PREPARATION
- *DEVELOPING COMMUNICATION SKILLS : SENSORY or INTRODUCTION
- DEVELOPING NUMERACY SKILLS : INTRODUCTION





Key Stage 5 (16-19 Curriculum)

Key stage 5 students increase the amount of time spent out of the classroom developing their life skills. The curriculum aims to challenge and stimulate the students and promote in them the skills and values that will enable them to lead fulfilling lives as adults. It also serves to promote the school as an agent for social change.

The KS5 curriculum continues to use AQAs and ASDAN's Towards Independence programme as a framework for accrediting students work across all areas. In addition to continuing the modules started in Key Stage 4 there may be the opportunity to progress to the units listed below:

• Key Stage 5 (16-19 Curriculum)



KS 5 - ASDAN; Towards Independence modules:

- INDEPENDENT LIVING
- GOING TO COLLEGE

Depending on the student's needs and ability they may be also completing the following ASDAN at the *Progression* level:

- DEVELOPING COMMUNICATION SKILLS: PROGRESSION
- DEVELOPING NUMERACY SKILLS: PROGRESSION

The curriculum we offer each student is based upon the following:

- The student's individual needs and interests as outlined in their EHCP.
- Strategies such as Assessment for Learning.
- Frameworks such as Eklan, SCERTS and PECS.
- Assessment tools such as Sensory profiles, Solar and classroom assessment tools.

Student's individual timetables will reflect their personal needs and abilities with opportunities throughout the week to mix with a variety of students in a wide range of activities and contexts.



External Accreditations

Breakspeare Upper School have chosen to use the ASDAN and AQA accreditations, as their aims and values support those of Breakspeare School.

ASDAN... Taken from the ASDAN website www.asdan.org.uk/about/vision-and-values

Towards Independence provides a framework of activities through which personal, social and independence skills can be developed and accredited for those with severe learning difficulties (SLD) and profound multiple learning difficulties (PMLD). Towards Independence offers formal recognition for small steps of achievement towards a larger goal. Modules can be used separately and accumulated to build a record of personal achievement.



ASDAN's Educational Values:

- *Providing opportunities for all to achieve*
- *Promoting personal and social development*
- *Celebrating success*
- *Promoting assessment for learning*
- *Supporting personalised learning*

BREAKSPEARE STUDENTS EXPECTED OUTCOMES KEY STAGE 4 AND 5.

IDENTIFIED STUDENT COHORT	EXPECTATION COMPLETED ASDAN MODULES PER YEAR	TOTAL EXPECTATION AT END OF KEY STAGE 5 (YR10-14)
PMLD	1 MODULE per year	5 MODULES <ul style="list-style-type: none"> • Starting Out • Transition challenge Silver (2)& Gold (2)
ASD with challenging behaviours	1 MODULE per year	5 MODULES <ul style="list-style-type: none"> • Starting Out • Myself & Others • Developing Communication Skills- Sensory or Introduction • Meal Preparation • + 1 other module of choice
SLD / ASD	1-2 MODULES per year <i>*Modules are a guide only</i>	8 MODULES <ul style="list-style-type: none"> • Starting Out • Developing Communication Skills- Introduction • Developing Communication skills – Progression • Numeracy Introduction • Numeracy Progression • Meal Preparation • Going to College or Independent Living • + 1 other module of choice



AQA Unit Award Scheme... Taken from the AQA website www.aqa.org.uk



- *is completely flexible in terms of what, when and how learning can be accredited,*
- *can help students with progression to further study, training, employment and independent living,*
- *can be used to motivate, encourage, engage, support and raise self-esteem,*
- *Rewards achievement that otherwise might go unrecognised.*

AQA monitors the assessment procedures and evidence. Each time a unit is achieved, a Unit Award certificate is issued. This lists all the outcomes that the student has achieved ...

BREAKSPEARE STUDENTS EXPECTED OUTCOMES KEY STAGE 4 AND 5

IDENTIFIED STUDENT COHORT	EXPECTATION COMPLETED AQA UNITS PER YEAR	TOTAL EXPECTATION AT END OF KEY STAGE 5 (YR10-14)
PMLD / ASD with challenging behaviours	3 units per year	15 units
SLD / ASD	6 units per year	30 units

Student progress made in curriculum targets and EHCP outcomes are assessed and recorded in the following ways:

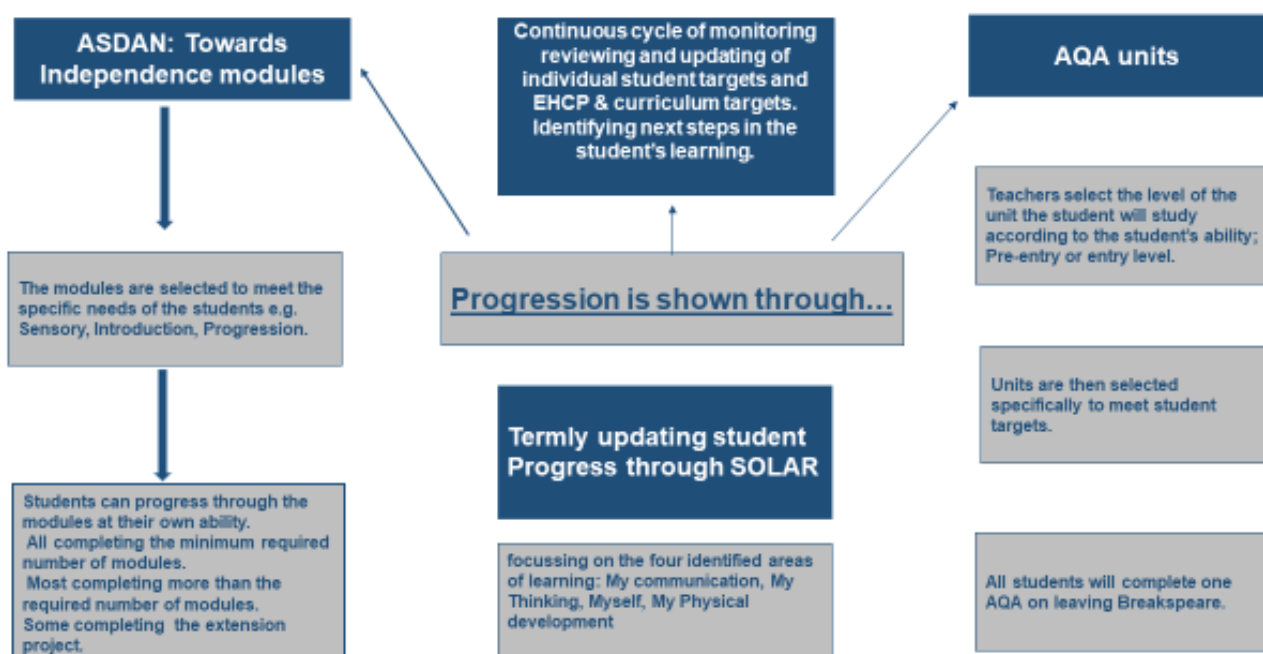
- As part of the teacher’s class assessment tool (CAT) assessments are stored in individual student folders in class.
- Using Solar to review, track, record and monitor individual student progress.
- Using annotated photos and / or videos.
- Observations to student’s responses (where appropriate)

Ongoing monitoring of all student targets can be found in individual student CAT folders and progress data files.

Solar assessment is recorded under the following headings:

- **My Communication** (Speaking & Listening)
- **My Thinking** (Reading, Writing, Number, Shape, Space & Measure)
- **Myself** (Social Development, Self-confidence and self-awareness, Managing feelings and behaviour)
- **My Physical Development**

• Progression in the Upper School





Learning Contexts in the Upper School:

Sunnyside Rural trust:

We have links with Sunnyside Rural Trust, a charity and social enterprise which offers our young people training and work experience to acquire skills in a number of rural activities including, growing a wide range of plants and produce, and garden maintenance. Through a referral process there are also opportunities for further training and work experience after leaving Breakspeare.

West Herts College:

On a weekly basis, some students attend the local college either via public transport or by school minibus. This experience not only enhances their presence in the local community but also provides an opportunity for integration with mainstream peers. It also serves to prepare some students for their final transition from school to college.





Community visits:

We are lucky enough to have a varied choice of local amenities which we can travel to by either by foot or minibus. These visits are used to enrich our curriculum and develop student interests and confidence as well as building and maintaining links with the local community. These amenities include; a library, a café, a supermarket, shops, church and a park.

Vocational Options:

During their final years at school where it is deemed appropriate, students participate in a variety of work related learning situations. These include work shadowing and work placements in school and, where appropriate, work placements in the local community. In previous years these have included, *Wenta, local charity shop and Sunnyside Rural Trust.*

College assessment and taster days:

Students also take part in taster and assessment days at colleges of Further Education, prior to transition sessions in their final term. They are accompanied by Upper School staff to ensure they experience a smooth transition.

School Eco Garden;

Students have access to our school Eco garden. Students learn about the ecosystem in a practical context through planting seeds, caring for the plants, picking and selling the produce grown, insect habitats, and how to save water.





Arts Award

Students participating in Arts Award attend a workshop at a Hertfordshire music centre, working with musicians and artists. Students use a variety of skills including art, music, dance, drama, literacy and computing. It facilitates our students meeting, learning and socialising with other special school students and adults. Arts award is accredited by Trinity Guildhall and enables our students to work towards gaining either a Bronze or Silver Arts Award.

Activities include:

- Accessing a blog to share ideas and comments with tutors and other SEN schools involved in Arts Award through Herts Funky Pie Company.
- Completing follow up work in school including a photographic diary in the form of a private blog and scrapbook.
- Attending and evaluating at least three Arts Events.
- Organising activities in school e.g. Breakspeare's Got Talent and assemblies

Sporting events out of school

Throughout the year, students get opportunities to be a part of the school team and compete against other Hertfordshire SLD Schools. These are made up of competitions including; boccia, football, swimming, cricket ,organising of a District SLD Sports Day as well as Panathlon Competitions which organise events both nationally and in the county.

We have links with CVSS-sailing for people with disabilities. Our students have opportunities to sail using specially adapted boats, supported by trained volunteers.

PMLD focused sports day, wheelchair dance workshops and Top Sports Ability Days give further opportunities for our pupils to try out new sports.

Many of our students are members of the school Dance Club and participate yearly at the Rickmansworth Partnership Dance Festival, performing in front of up to 200 people.





