

Sherbourne Fields Key Stage 5 Curriculum

Who will help me in Key Stage 5?



There are lots of people in school that are ready and available to help you...

Inclusion at Sherbourne

Information taken directly from Section 4 DfE Secondary Curriculum Framework published December 2016.

Setting suitable challenges

*4.1 Teacher **should set high expectations for every pupil**. They should plan stretching work for pupils whose attainment is significantly above the expected standard. **They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds**. Teachers should use appropriate assessment to set targets, which **are deliberately ambitious**.*

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

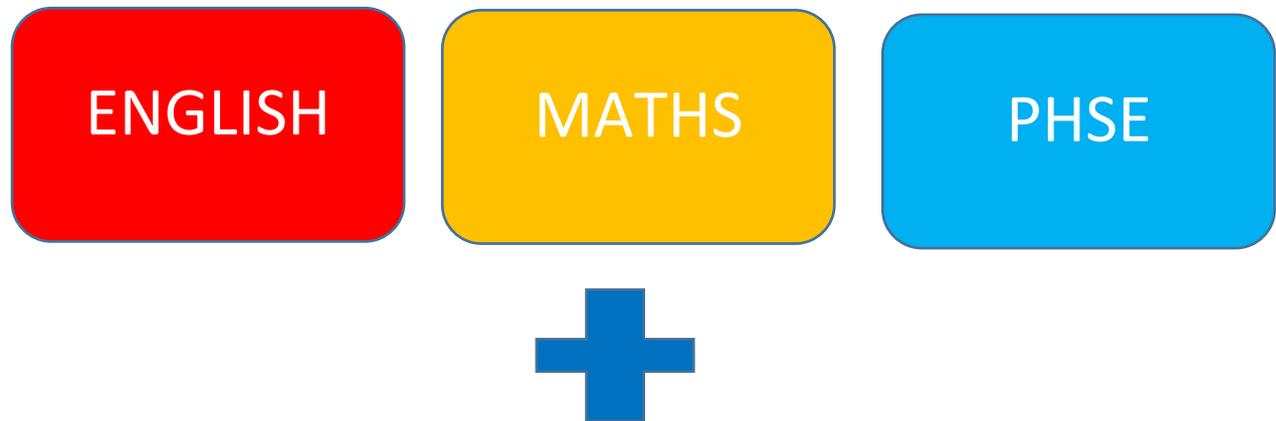
*4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. **Lessons should be planned to ensure that there are no barriers to every pupil achieving**. In many cases, **such planning will mean that these pupils will be able to study the full national curriculum**. The SEN Code of Practice includes advice on approaches to identification of need, which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.*

*4.4. With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. **Teachers must plan lessons so that these pupils can study every national curriculum subject**. **Potential areas of difficulty should be identified and addressed at the outset of work**.*

The following sections of this document outline how Sherbourne Fields School tailors its curriculum around the aims of the Secondary National Curriculum to support our pupils in achieving their full potential..... *and beyond!*

The Core

The following subjects are compulsory – everyone will have to do them! They all result in a qualification....



In addition, you will follow a variety of the following subjects set out in this booklet, across your three years in Post 16:

- | | | | |
|---|--|--|--|
| ASDAN
Bronze/Silver
Challenge | ASDAN
PSD/Personal
Progress | ASDAN Short
Courses | ASDAN
Towards
Independence |
| NOCN Certificate in
Skills for Employment,
Training and Personal
Development | NOCN
Introduction to
the Hospitality
Industry | NOCN/ASDAN
Using
Employability
Skills | NCFE
Investigating
and Developing
Enterprise Skills |
| NCFE
Photography | NCFE Award in
the principles of
Coaching Sport | ASDAN
Bronze Award | OCR Digital
Employability |
| Duke of
Edinburgh | NCFE/GCSE
Photography | WJEC English
Literature | NOCN Award in
Horticulture |

The following pages will inform you about the courses we have available.

6th Form Curriculum Overview

At Sherbourne Fields School, we have 3 curriculum areas – a pre-formal curriculum, a semi-formal curriculum and a formal curriculum. All of our pupils are baselined against the Sherbourne Progress Scale on entry to the school and targets are set for them against this continuum.

Formal Curriculum

Our formal curriculum is based around accredited courses designed to enhance and develop pupils' functional skills, self-confidence, self-esteem as well as independent living and employability skills. The formal curriculum is a blend of academic and life-skill experiences, building strong foundations to secure positive future destinations when they leave school.

Semi-Formal Curriculum

Our semi-formal focuses on developing the practical application of skills and knowledge. It centres around the development of student voice and choice, fostering positive social and communication skills. It is creative, engaging and inspiring. Focusing on tangible, hands-on learning which leads to resilient, independent, happy students with a strong sense of self.

Pre-formal Curriculum

Our pre-formal curriculum is experiential and sensory based and is designed to support students at the early levels of development to enjoy being with other people, to relate, interact, know, understand and practice communication routines. We aim to teach students to explore and develop the fundamentals of communication such as: use and understand eye contact, facial expressions, vocalisations and taking turns.

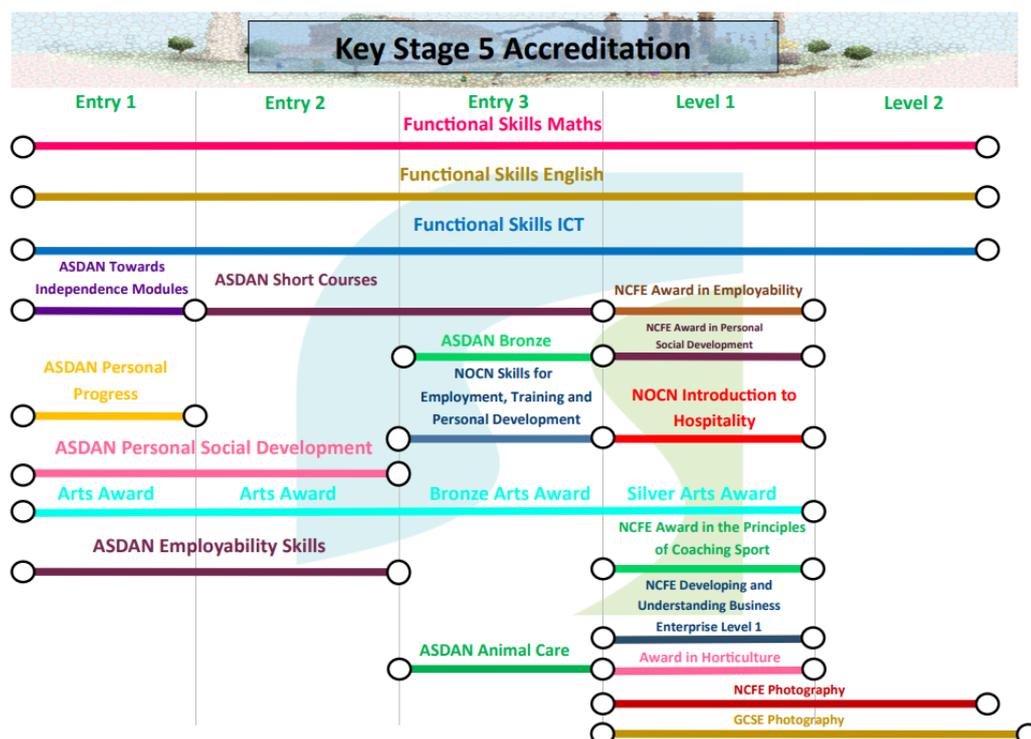


In order for each pupil to achieve their full potential, where appropriate we:

- Ensure a total communication environment where each classroom/learning area has objects of reference.
- Where appropriate use music cues to help students understand and prepare for learning in each subject.
- Ensure staff are training to BSL Level 1 to communicate with the hearing-impaired pupils and ensure they are accessing the curriculum.
- Ensure that we have high quality, age appropriate, relevant resources for all our pupils to use to reinforce their learning – including visually and hearing-impaired pupils.
- Monitor the progress of our pupils and where necessary provide pupils with targeted interventions to close gaps and ensure all pupils are making progress with Maths, English, Social Communication and Relationship and Sex Education.
- Provide accreditation at the correct level for students in order to give them the skills they need to be independent and employable after they leave Sherbourne Fields School.

Accreditation

By the end of Year 14, we aspire for all our pupils to achieve a variety of different accreditation. We offer a vast number of accredited programmes from Entry level 1 upwards to meet the needs of all of our pupils. We aim to find the right qualifications for each pupil to help them achieve their full potential their dreams and goals for adult life. We treat every pupil as a unique individual, which is why we offer a diverse, developing and innovative curriculum.





Sherbourne Fields English Curriculum

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

What does this look like at Sherbourne Fields?

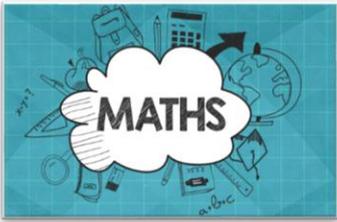
Pre-formal: Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow pupils to develop familiarity and feel confident to interact. Communication is present throughout the curriculum and school environment using the pupils preferred communication methods. Pupils will regularly experience stories, role-play activities, resonance boards and sensory massage, TAC PAC and Intensive Interaction.

Semi-formal: In semi-formal classes each pupil has a daily 20/20 session as well as dedicated English lessons each week. Pupils continue to engage, develop, innovate and express their English skills in a variety of reading, writing, speaking and listening activities. Learning is broken into blocks and follows a sequence allowing pupils to consolidate and build upon their learning lesson by lesson encouraging retention and learning for meaning. Pupils communicate basic needs, wants and choices through preferred method of communication e.g. speech, verbalisation, symbols, signs, communication books and switches.

Formal: In reading, pupils learn how to identify and interpret information from a variety of texts. In writing, they learn to communicate clearly and imaginatively in different styles for a variety of purposes.

They plan and draft writing so that they can produce clear and coherent pieces of writing which are accurate with sentence structure using vocabulary, connectives, openers and punctuation.

In speaking and listening tasks they will listen and respond to spoken language and use spoken English in presentations. They learn how to develop their skills adapting their language and style in and for a range of contexts, purposes and audiences. English is accredited through ASDAN Towards Independence Modules Or NCFE Functional Skills English from Entry Level 1 upwards.



Sherbourne Fields Maths Curriculum

The National Curriculum for Maths aims to ensure that all pupils:

- become **fluent** in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

What does this look like at Sherbourne Fields?

Pre-formal:

Our pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow pupils to develop familiarity and feel confident to interact. Maths is present throughout the curriculum, such as making shapes or different quantities in different mediums or making sound patterns on the resonance boards. We develop object permanence and a sense of ourselves in space through Intensive Interaction, massage and movement activities, including rebound therapy and hydrotherapy. We use number songs and Numeracy Sacks, which we deliver using sensory objects, resources and materials.

Semi-formal:

In semi-formal classes, each pupil has a daily 20/20 session as well as dedicated Maths lessons each week, where pupils have Maths experiences with clear learning objectives mapped against their stage of learning. Problem solving and reasoning will take place through practical and concrete experiences and scenarios allowing pupils to fully understand how the mathematical concept they are learning about links to their own life and experiences. Financial Education is also embedded in the Maths Curriculum and all pupils have one dedicated lesson each week where for example pupils will demonstrate an understanding of the concept of transaction by exchanging a coin for an item, or one item for another during role-play.

Formal: In formal classes, each pupil has one dedicated Maths lessons each week as well as one Financial Education Lesson. The delivery of Maths is a functional and is accredited either through ASDAN Towards Independence Modules or NCFE Functional Skills Maths from Entry Level 1 upwards. Pupils are exposed to a clear sequence of learning that follows the following areas of Mathematics – number and place value, (including addition, subtraction, multiplication and division) fractions, shape, measures and data handling. Through these topics, the pupils are required to use a range of mathematical concepts and a breadth of mathematical language. Through these topic areas, pupils will have the opportunity to solve real life problems and use reasoning, choice and discussion to find the answers to a range of problems.



Expressive Arts

COURSE: Arts Award

LEVEL: Bronze Level 1/Silver Level 2

COURSE OVERVIEW: Arts Award inspire young people to grow their arts and leadership talents; it's creative, valuable and accessible.

To achieve the Bronze Award (Level 1 qualification,) pupils will:

- Take part in an arts activity they enjoy
- Go to an arts event
- Research their arts hero/heroine
- Share their skills with others.



To achieve the Silver Award (Level 2 qualification) pupils will complete two units

- Arts practice
- Arts leadership

Completing the Silver Award involves achieving an arts challenge, reviewing arts events, researching artists/organisations and delivering an arts leadership project with other people.

ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This is internally assessed before being sent to an external examiner.

PROGRESSION: The next step would be for pupils to undertake the Gold Award.

THIS COURSE SUITS: Pupils who enjoy all aspects of drama, music and dance.



Photography

COURSE: Photography

LEVEL: GCSE Art and Design: Photography

COURSE OVERVIEW: Pupils complete the Lens and Light-based media unit.

This GCSE is designed to bring Art and Design to life and to help you develop your artistic skills and expand your creativity, imagination and independence.

- Use a camera to capture creative images
- Use different materials, media and techniques
- Gain knowledge and understanding of art, craft, design, media and technologies today, in the past, and in different societies and cultures.
- Develop an understanding of the different roles, audiences and consumers for art, craft and design.
- Experience different work practices and look at relevant processes and equipment.

ASSESSMENT: Pupils will build a portfolio of evidence against the course assessment criteria. This is a controlled assessment as well as a ten-hour practical task which you will have preparation time for. This may include written work, photographs, research, videos, manipulated images etc. Each portfolio will be assessed internally and then moderated by an external verifier. A grade for each unit from 1 to 9 will be applied through appropriate internal moderation and then an overall grade for the whole course will be externally moderated by the exam board, which will be from 1-9.

PROGRESSION: The course is good preparation for progression to a college course in Art and Design. It could lead towards a career in new media, games development or games technologies, as well as digital photography.

THIS COURSE SUITS: Pupils who would like to have/use photography skills; preferably pupils who are hardworking and enjoy being creative and pupils who want to build on these skills to develop a career in this field.



Photography

COURSE: Photography

LEVEL: Level 1-2

COURSE OVERVIEW: Pupils complete two units which include:

- Use a camera to capture creative images
- Digital image manipulation
- Researching and exploring the work of established photographers and use it to influence your ideas.



This qualification will focus on the study of photography, offer breadth and depth of study and provide opportunities to acquire a number of practical and technical skills in photography.

ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, research, videos, manipulated images etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Pupils start with this course as an introduction into the topic, and then they may progress onto GCSE Photography which can be further developed at college.

THIS COURSE SUITS: Pupils who would like to have/use photography skills; preferably pupils who are hardworking and enjoy being creative.



English Literature

COURSE: English Literature

LEVEL: G.C.S.E

COURSE OVERVIEW: Pupils complete the English Literature course

- Shakespeare
- Poetry
- Post 1914 Prose/Drama
- 19th Century Prose

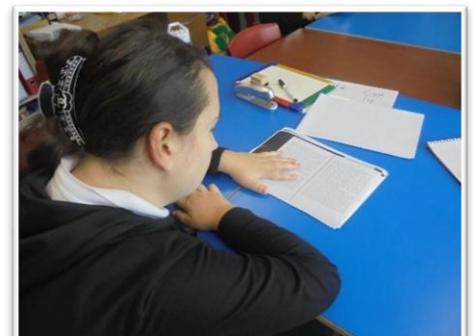


Throughout the course, pupils will develop their skills to read, understand and respond to a variety of texts. They will analyse the language and structure and show understanding of the relationships of texts and the contexts in which they were written.

ASSESSMENT: Pupils complete two exams at the end of the course where they must discuss, compare and analyse the works they have learnt about over the duration of the course. Their responses will be graded from 1-9.

PROGRESSION: There is the opportunity for pupils to re-sit this exam to improve their grade if it is felt there is room for improvement by the teacher.

THIS COURSE SUITS: Pupils who have a passion for literature and enjoy reading. Pupils who are keen to improve their written and spoken language and understanding of different styles and genres.



Enterprise

COURSE: Investigating and Developing Enterprise Skills

LEVEL: Level 1

COURSE OVERVIEW: Pupils complete two units

- Investigating Enterprise Skills
- Developing and Demonstrating Enterprise Skills



Pupils research skills and qualities of entrepreneurs and enterprising people. They investigate and explore local businesses then move on to create their own group enterprise project e.g. creating a products or service within the local community.

ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, research, questionnaires, graphs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Pupils start with the ASDAN Enterprise Short Course as an introduction into the topic, and then they progress on to this course to gain their qualification. This can be further developed at college.

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

THIS COURSE SUITS: Pupils who would like to develop their communication and teamwork skills. Preferably pupils who are hardworking and enjoy being creative.



Coaching Sport



COURSE: Award in Coaching the principles of Sport

LEVEL: Level 1

COURSE OVERVIEW: Pupils will complete a range of modules including;

- Understanding the fundamentals of coaching sport
- Understanding the principles of planning coaching activities in sport
- Understand the principles of conducting coaching activities in sport
- Understanding the principles of evaluating coaching activities in sport

Pupils will engage in learning which is relevant to them and will be provided with opportunities to develop a range of sporting skills and techniques, personal skills and attributes essential for successful performance in working life.

ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This is internally assessed before being sent to an external examiner.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (6 credits) or a Certificate (13 credits).

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

THIS COURSE SUITS: Pupils who have a passion for trying a range of different types of sports including a wide range of team and individual sports. Pupils who would like to develop their communication and teamwork skills.



Horticulture

COURSE: Award in Horticulture

LEVEL: Level 1

COURSE OVERVIEW: Pupils will complete a range of modules including;

- Health and safety in a practical environment
- Understanding soils
- Using and maintaining horticultural tools
- Pest control
- Plant propagation
- Plant pruning
- Plant selection
- Weed control



Pupils will engage in learning which is a combination of classroom based and work based. Learning will be relevant and pupils will be provided with opportunities to develop a range of horticultural techniques, knowledge and skills.

ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This is internally assessed before being sent to an external examiner.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (6 credits) or a Certificate (13 credits).

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

THIS COURSE SUITS: Pupils who have a passion for developing their employability skills, who like to try new things and want to develop their skills and knowledge in horticulture. Pupils who would like to develop their communication and teamwork skills.



Hospitality

COURSE: Certificate in Introduction to the Hospitality Industry

LEVEL: Level 1

COURSE OVERVIEW: This qualification offers a taster that focuses on the personal qualities, knowledge and work skills that may be required for employment in the hospitality sector.

Pupils complete a variety of modules which cover all aspects of hospitality.

Modules covered include two mandatory units as well as the following options:

- Serving food and drink
- Basic food preparation
- Basic cooking
- Food service
- Preparing and serving drinks
- Using kitchen equipment
- Introduction to food commodities
- Introduction to healthy eating
- Food safety in catering



ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, research, questionnaires, graphs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (10 credits) or a Certificate (14 credits). Using the rules of combination pupils can progress through this qualification from Award to Diploma.

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

THIS COURSE SUITS: Pupils who work well individually and part of a team. Pupils who prefer working in a hands-on creative environment and have an interest in basic cooking, food services and the hospitality industry.



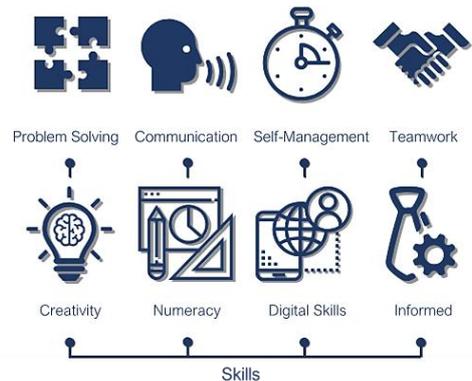
Employability

COURSE: Award in Employability

LEVEL: Level 1

COURSE OVERVIEW: Pupils will undertake a series of Units, all of which help them to gain skills and understanding in employability. Units include;

- Maintaining work standards
- Career exploration
- Communicating with others at work
- Health and safety in the work place
- Overcoming barriers to work
- Rights and responsibilities in the workplace
- Tackling problems
- Team work



ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (6 credits) or a Certificate (13 credits).

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

THIS COURSE SUITS: Pupils looking to gain skills and knowledge in the workplace, who can use their initiative as well as work well as a team.



Personal Social Development

COURSE: Award in Personal Social Development

LEVEL: Level 1

COURSE OVERVIEW: Pupils will undertake a series of units including;

- Community action
- Developing self
- Dealing with problems in everyday life
- Environmental awareness
- Individual rights and responsibilities
- Making the most of leisure time
- Managing own money
- Managing social relationships



ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (6 credits) or a Certificate (13 credits).

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills, by learning to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong' and develop independence.

THIS COURSE SUITS: Pupils looking to gain skills and knowledge in the workplace, who can use their initiative as well as work well as a team.



Digital Employability

COURSE: Digital Employability

LEVEL: Level 1/Entry 3

COURSE OVERVIEW: Pupils will develop the skills they need to be digital citizens. The aim of the course is to develop and expand their understanding of digital technologies, and improve their skills and competence in using digital devices. Pupils work through a variety of modules including:

- Managing files and folders
- Creating documents
- Working with data
- Working with graphics
- Managing emails
- Finding and sharing information.



ASSESSMENT: At the end of each unit, pupils will sit an informal assessment, which will be marked internally and then checked by an external verifier. Pupils must pass five out of the seven units to achieve the qualification.

PROGRESSION: There is the opportunity within this qualification for the pupils to progress to the next level.

THIS COURSE SUITS: Pupils who have an interest in technology in our modern world. Pupils who would like employment in this area will gain the essential skills they need.



ASDAN Bronze

COURSE: ASDAN Bronze

LEVEL: Entry Level 3.

COURSE OVERVIEW: Pupils will undertake a series of challenges, all of which help them to become more skilled in different areas of life. The skills developed will focus on:

- Working with Others
- Improving own Learning
- Research
- Group Discussion
- Problem Solving
- Oral Presentation



ASSESSMENT: Pupils will produce coursework that follows a Plan-Do-Review model. Each portfolio will be assessed internally and then moderated by an external verifier. Units covered include Communication, Independent Living, The Environment, Health and Fitness, International Links and Expressive Arts.

PROGRESSION: ASDAN Qualifications have been designed to be offered from Primary School up to University Level. Wherever a pupil achieves, there will always be an opportunity to build upon this success.

THIS COURSE SUITS: Pupils who wish to work at developing their skills of confidence, motivation, self-esteem and a sense of achievement.



ASDAN Animal Care

COURSE: ASDAN Animal Care Short Course

LEVEL: Entry Level 3.

COURSE OVERVIEW: Pupils will undertake a series of challenges, all of which help them to develop their involvement in caring for all types of animals. Units include:

- Animal Investigation
- Safety around animals
- Looking after animals
- Animals in trouble
- Animals in the media
- Animals and the law
- Careers in working with animals



ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: ASDAN Qualifications have been designed to be offered from Primary School up to University Level. Wherever a pupil achieves, there will always be an opportunity to build upon this success.

EMPLOYABILITY: This course provided pupils with the opportunity to develop their skills, knowledge and confidence working with a range of animals which they may wish to pursue as a career

THIS COURSE SUITS: Pupils who have a passion for animals and wish to develop their skills and confidence with a range of animals



NOCN

COURSE: Certificate in Skills for Employment, Training and Personal Development

LEVEL: Entry Level 3

COURSE OVERVIEW: Pupils complete a variety of modules from the Vehicle Maintenance, Construction and Carpentry sections of this course in our very own onsite Wedge Workshop. Modules covered include:

- Skills For Employability
- Routine Vehicle Checks
- Identification of basic external and internal car parts
- Brickwork
- Painting and decorating: cutting and hanging wall coverings
- Introduction to carpentry and joinery
- Clean and prepare a cycle for use



ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, research, questionnaires, graphs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (6 credits) or a Certificate (13 credits).

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

THIS COURSE SUITS: Pupils who work well individually and part of a team. Pupils who prefer working in a hands-on creative environment and have an interest in vehicle maintenance, construction and carpentry.



ASDAN

COURSE: ASDAN Short Courses

LEVEL: Entry Level 3

COURSE OVERVIEW: Pupils will undertake a series of modules, all of which help them to gain skills and understanding in a variety of areas as an introduction into their chosen pathway. Short Course options include:

- P.H.S.E Short Course
- Enterprise Short Course
- Citizenship Short Course
- Relationship and Sex Education Short Course
- FoodWise Short Course Short Course
- Beliefs and Values Short Course



ASSESSMENT: Pupils will produce a portfolio of evidence to demonstrate how they meet the criteria for each unit within a module. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Once complete, pupils build upon this by starting their qualification in their preferred area.

THESE COURSES ARE FOR PUPILS.... Who wish to gain skills and understanding before moving onto completing a qualification.



ASDAN

COURSE: Employability Skills Development

LEVEL: Entry Level 2/1

COURSE OVERVIEW: Pupils complete 12 modules including:

- Self-management
- Team working
- Business and enterprise
- Customer awareness
- Problem Solving
- Communication
- Working with numbers
- Applying for a job



ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, photographs, research, questionnaires, graphs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (8 credits) or a Certificate (14 credits). Pupils may also progress onto a different level.

EMPLOYABILITY: This course provided pupils with the opportunity to develop their employability skills.

THIS COURSE SUITS: Pupils who can work individually and as part of a team. Pupils who thrive completing hands on practical activities and enjoy sharing ideas as a group.



ASDAN

COURSE: ASDAN Personal Progress or ASDAN Personal Social Development

LEVEL: Entry Level 1

COURSE OVERVIEW: Pupils will undertake a series of challenges and modules, all of which help them to develop their employability, self-awareness, team-work and independence skills. Units covered include:

- Managing Own Money
- Community Action
- Preparing For Work
- Parenting Awareness
- Environmental Awareness
- Healthy Living
- Making the Most Of Leisure Time



ASSESSMENT: Pupils will build a portfolio of evidence against the course standards. This may include written work, research, questionnaires, graphs, videos etc. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Each completed unit is worth a specific amount of credits. Depending on how many are completed the pupil will achieve either an Award (6 credits) or a Certificate (13 credits).

THIS COURSE SUITS: Pupils who wish to develop and prepare themselves for the workplace and demonstrate their abilities in each area through hands-on practical tasks.



ASDAN

COURSE: ASDAN Towards Independence Modules

LEVEL: Entry Level 1

COURSE OVERVIEW: Pupils will undertake a series of modules, all of which are designed for pupils to work collaboratively with other pupils while developing their communication and independence skills. Modules include:

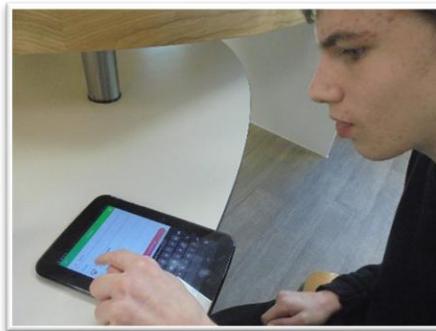
- Meal Preparation and Planning
- The Wider World
- Independent Living
- Money
- Horticulture
- Sports Studies
- Business Enterprise
- Creativity
- Expressive Arts
- Out in the Community
- Using ICT



ASSESSMENT: Pupils will each have a portfolio of evidence to demonstrate how they meet the criteria for each module. Each portfolio will be assessed internally and then moderated by an external verifier.

PROGRESSION: Pupils can begin with the introduction modules and progress on to the progression modules.

THESE COURSES ARE FOR PUPILS WHO.... Need to develop their confidence, communication and independence skills in a variety of areas.



DUKE OF EDINBURGH AWARD

LEVEL: Bronze and Silver Award

COURSE OVERVIEW: Pupils will look to spend time on the four main sections for each award, whether it be Bronze or Silver.

Duke of Edinburgh Award Overview		
	BRONZE	SILVER
Volunteering	3 Months	6 Months
Skills	6 Months	6 Months
Physical	3 Months	3 Months
Expedition	2 Days, 1 Night camp	3 Days, 2 Night Camp

The expedition will include the following areas:

- First Aid and emergency procedures
- Awareness of risk and health and safety issues
- Navigation and route planning
- Camp-craft, equipment and hygiene
- Food and cooking
- County, highway and water sports codes
- Observation, recording and presentation
- Team building
- Proficiency in the mode of travel (walking)



ASSESSMENT: There is a national online system run by the DofE award scheme for pupils to upload their evidence and monitor their progress. Much of the evidence is collected through photographs and staff comments and pupils play a major part in organising and being responsible for their own learning in this way.

PROGRESSION: There is the opportunity for pupils to progress onto the Silver Award on Completion of their Bronze Award.

THIS COURSE SUITS: Pupils with an interest in the outdoors, and a wish to show their independence through camping and cooking for themselves. On expeditions, pupils are expected to do much of the work independently with little support from staff. The need to like walking is a must.





SENSORY CURRICULUM

LEVEL: Pre-entry Level 1 (Pre-Formal/Semi-Formal Curriculum)

COURSE OVERVIEW: Students work in small groups supported by a high staff ratio to experience a rich programme where they can develop their communication skills. They will explore a variety of aural, visual, kinaesthetic and tactile experiences through a thematic approach to lessons, which include:

- TAC PAC
- Swimming
- Music
- Intensive Interaction
- P.E
- Sensory massage
- Sensory cooking
- Sensory story



ASSESSMENT: Staff will compile a portfolio of evidence for each student to show how they met the areas of engagement (exploration, realisation, anticipation, persistence and initiation) or the semi-formal curriculum outcomes.

PROGRESSION: Students will complete more units and modules. More information can be found in the pre-formal and semi-formal curriculum booklets

THIS COURSE SUITS: Students who would like to develop their communication skills while exploring their senses through a variety of themed activities.



Wedge Café

OPPORTUNITY: At Sherbourne Fields School we felt it was important to open our own cafe to give the pupils a number of new opportunities. We knew from consulting with parents that some found it difficult to take their children to shops and cafés to have real experiences buying and paying for items. Having our own café on site meant that all pupils could use the café everyday if they wanted to. The café gives pupils from all across the school the opportunity to pay for items, wait for a receipt and check their change. The café is open every morning from 9.30-10.30am for pupils and staff.

SKILLS FOR EMPLOYABILITY: Pupils who have the opportunity to work in the café, meet new people, develop their Financial Education, Hospitality, Employability and Communication skills; which will all in turn build pupil's self-esteem and confidence. They all fill in an application form and then are invited to a panel interview. All successful applicants are given a rota and receive induction training.



CROSS CURRICULAR LINKS:

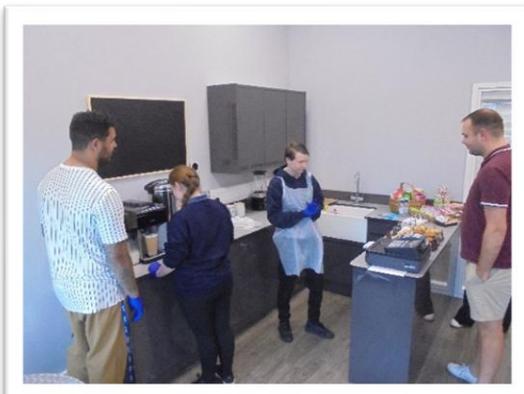
This opportunity supports the following courses:

- NOCN Introduction to Hospitality
- NCFE Understanding Business Enterprise
- ASDAN Skills for Employability

THIS OPPORTUNITY SUITS: Pupils who work well individually and part of a team. Pupils who prefer working in a hands-on environment whilst developing their employability skills. Pupils must be hard working, polite, punctual, reliable and have the desire to develop their Hospitality and/or Financial Education skills.

Are you in Key Stage 4-5 and would like to develop your skills
as a

CAFÉ ASSISTANT



IN THE WEDGE CORNER CAFÉ?

One morning a week in a supportive and nurturing environment.....

If you would like to develop your Financial Education, Communication and Hospitality skills as well as your self-confidence and self-esteem, the Wedge Corner Café is the place for you. The experience you gain from working in the café, will help you become more independent and confident. This would be a positive addition to your CV when applying for jobs and on your application form when applying for College. When you are ready to apply, please ask your class teacher for an application form and return it to Jodie in the Post-16 building; applicants will all have a 10-minute interview with her.



Supported Internships

WHAT IS A SUPPORTED INTERNSHIP?

A supported internship is a structured study programme based primarily at an employer. They are unpaid, and last for a minimum of six months. They are designed to help young people with an Education, Health and Care Plan to achieve sustainable paid employment by equipping them with employability skills through learning in the workplace. A successful supported internship will see the young person to move into paid employment at the end of their programme.

ASSESSMENT

Alongside their time at the employer, young people complete a personalised study programme which includes the chance to study for relevant qualifications in English and Maths. This will be through a specialist teacher and a job coach. (A job coach is an individual who is employed to help people with disabilities learn, accommodate, and perform their work duties. A job coach may work with individuals one-on-one and/or in a small group. In addition to working on skills related to performing specific job tasks, a job coach also helps with interpersonal skills necessary in the workplace.)

WHAT EMPLOYERS ARE INVOLVED?

So far, there are three main employers we are linked with, who have an abundance of opportunities within e.g. hospitality, maintenance, horticulture, admin etc.

- University Hospital Coventry and Warwickshire
- University of Warwick
- Coventry City Council

This is an opportunity for pupils in Year 14. However, it will be built upon and discussions will begin on entry into Post 16 during annual reviews and learning conversations. Through discussions with teachers and our Transition Worker, we would endeavour to match the pupils interests with placements. Pupils would be supported in pre-visits and potentially shorter work experience placements leading up to Year 14.

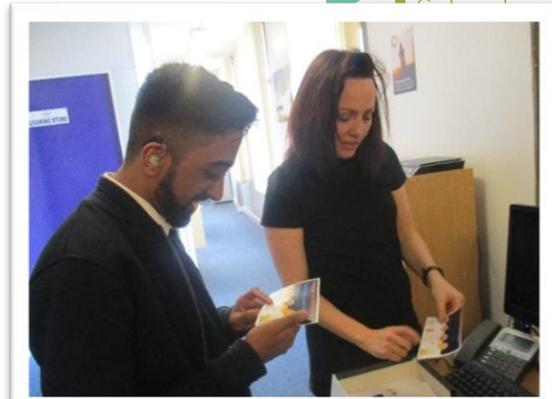
THIS COURSE SUITS: Pupils who work well individually and part of a team. Pupils who prefer working in a hands-on environment whilst developing their employability skills. Pupils must be hard working, polite, punctual, reliable and have a desire to be employed at the end of their programme.

Work Experience

During their time in Key Stage 5, pupils will have between 1 and 3 work experience placements arranged for them. Examples of which can be seen on the next few pages. If you have any questions regarding work experience, please contact Jodie Lynch or Marie Geary.

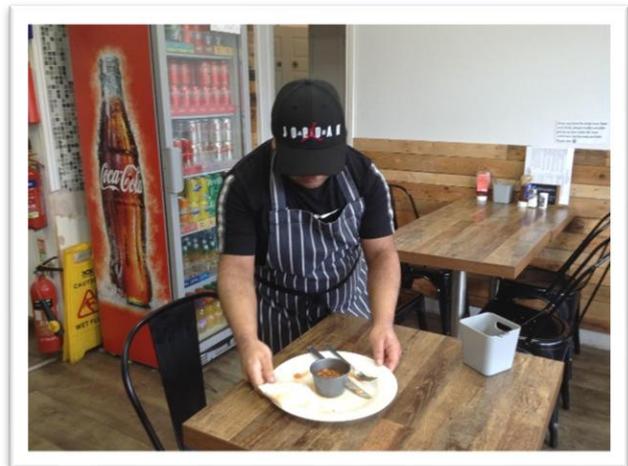
Potential Work Experience Placements Available
<p>Ash Green Cattery Pupils will be carrying out general animal care duties such as cleaning, feeding and washing up equipment.</p>
<p>Belgrade Theatre Pupils will be carrying out a range of activities/roles at the theatre including – being an usher, visiting primary schools and observing/assisting staff carrying out workshops, taking part in workshops, viewing a performance and giving a detailed review. Pupils will also have the opportunity to spend some time in the box office department.</p>
<p>Costa Coffee Pupils will be carrying out general cleaning tasks, filling and emptying the dishwasher, they will spend some time on the shop floor serving customers and replenishing stock, they will work with the shop manager to stocktake and observe the relevant paperwork that is involved in ordering weekly stock.</p>
<p>Coventry Food Bank Pupils will be working alongside staff responsible for a number of shop floor tasks. They will go through deliveries of donated food checking for out of date products. They will then sort the items into categories i.e. tinned fruit, biscuits, pop etc. Pupils will keep their area clean by regularly sweeping and ensuring there is no litter about. Pupils will also take part in packing family bundles. They will be given a set of criteria and asked to fill a box with that on the list. Pupils will also be responsible for keeping pallets clean and in the correct size order.</p>
<p>Coventry Rugby Club Pupils will take part in a range of jobs at the Rugby Club. They will prepare event rooms for conferences happening that week. They will spend time cleaning equipment in preparation for the new season. Pupils will take part in replenishing stock and using the dishwasher and serve food to conference members. Pupils will also work with the marketing department editing videos and producing posters for upcoming games.</p>
<p>Coventry City Council's Safeguarding Team Pupils will be shadowing council staff and attending relevant meetings. They will assist staff in preparing resources for workshops they will be taking part in. They will also have the opportunity to raise issues or concerns with any council members they meet during the week.</p>
<p>Crow Recycling Pupils will work alongside a small team, sorting through a range of Coventry City Council paperwork. They will divide the recycling into different categories before posting it through the industrial shredder. The pupils will also sort through a range of cans and using special metals they will work out what needs to go where.</p>

EGO	Pupils
<p>will carry out a range of activities/roles at EGO including – serving refreshments behind the bar to patrons and staff, helping to set up the activities ready for sessions under the guidance of a supervisor, taking part in the sessions to model how to do the activities i.e. painting.</p>	
Evttec Automotive	
<p>The majority of the pupils’ work will involve packaging car components. The placement will provide an insight into the whole company. Pupils will be working on the factory floor, packaging components and undertaking light assembly work.</p>	
Grapevine	
<p>Pupils will work with young people on Teen Vine to gather ideas of what they would like to do in future sessions. They will also work with young people with and without disabilities to plan an upcoming performance. Pupils will also take part in co-delivering sessions to adults with learning disabilities to give them an opportunity to speak up about things that are important to them.</p>	
HollyFast Stables	
<p>Pupils will be carrying out general animal care duties such as cleaning, feeding and washing equipment. Pupils will be supervised at all times with the horses. Pupils will also be asked to bring horses in from the field, groom, muck out and tack up and general daily stable management.</p>	
Little Argonauts	
<p>Pupils will be responsible for setting up the learning environment for the children. They will ensure all resources are clean and safe for the children to use. They will understand that they must liaise closely with other staff to discuss any matters of concern regarding the children. Students may also be given a small group of children to lead an activity with. They must also supervise children closely when in and out of the classroom.</p>	
North Street Garage	
<p>Pupils will build upon their skills and knowledge gained through their time in our Wedge Workshop by further developing their vehicle maintenance skills, identification of car parts as well as self-esteem and confidence in a real-life working environment.</p>	
Nuneaton Signs	
<p>Pupils will be working alongside staff responsible for packing signs and ensuring the correct labels are attached to specific signs. They will be working on the factory floor. The placement will provide an insight into the whole company. They will also be involved in ‘checking off’ signs and ensuring that the correct signs are being wrapped and sent to correct addresses as stated on invoices.</p>	
PDSA and Cats Protection Charity Shops	
<p>Pupils will carry out duties such as stock taking, putting up displays and inventory as well as building their self-esteem and confidence dealing with customers.</p>	
SENDIASS	
<p>Pupils will shadow members of the SENDIASS team. They will attend meetings in the council under the supervision of SENDIASS manager Chris Firth, they will work alongside other members of the team to give perspective from a young person’s point of view relating to posters and flyers and what is eye-catching. They will also support other council departments in the building with admin tasks.</p>	



Crow Recycling

SENDIASS



Grapevine

Food @ Whitehalls

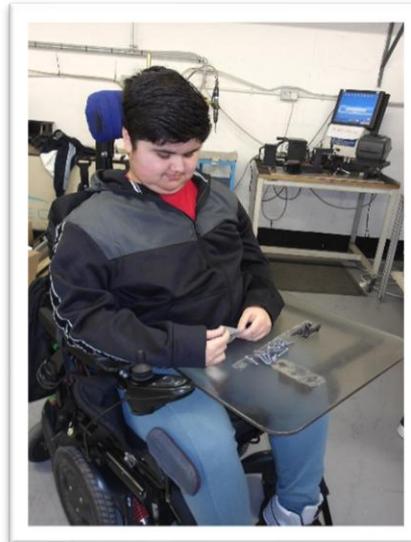


EGO

Nuneaton Signs



Evtec Automotives



Coventry Rugby Club



Little Argonauts





Sherbourne Fields Animal Care Department



Coventry Food Bank



Volunteer Site Services Officer



Common Ground



Kingshill Nursery



Exam Access Arrangements

Exam Access Arrangements are the reasonable adjustments that can be made for an exam candidate, and might include things like extra time to complete an exam paper, permission to use assistive technology, or provision of rest breaks.



Who is eligible for access arrangements?

Pupils working up to Entry Level 3 are granted access arrangements if they are a candidate with a 'normal way of working' and the candidate has a history of need. An application will be made to the JCQ (Joint Council for Qualifications) on behalf of those pupils working at Level 1 and above. In order to be awarded access arrangements pupils must have a current EHCP plan which confirms their disability. The exams officer will also have to:

- Confirm that the candidate has persistent and significant difficulties when accessing and processing information, and is disabled within the meaning of the Equality Act 2010.
- Include evidence of the candidate's current difficulties and how they substantially impact on teaching and learning in the classroom.
- Show the involvement of teaching staff in determining the need for 25% extra time.
- Confirm that without the access arrangements the candidate would be at a substantial disadvantage.
- Confirm that the access arrangements applied for are the candidate's normal way of working within the centre as a direct consequence of their disability.

What sort of exam access arrangements are available?

Extra Time

Up to 25% extra time can be granted

Modified Paper

These papers must be ordered in advance for different sizes, fonts, colours and braille.

Assistive Technology

If it is the candidate's normal way of working that can include a word processor or voice processor.

A scribe

Scribes can be allocated to candidates who have difficulties writing legibly.

A reader

Readers can be used for candidates who have visual impairments or a disability that affects their ability to read accurately themselves. In an exam that assesses reading ability a human reader is not allowed. In some cases a computer reader will be allowed.

At Sherbourne we firmly believe that learning does not stop when pupils leave the classroom. That is why we continually strive for and create opportunities for our pupils to develop their skills outside of the classroom. These can include the following:

**Independent
Travel
Training**

**Work
Experience
Placements**

**Macmillan
Coffee
Morning**

**Pupil
Ambassador**

**Buddy
System**

Swimming

**Lunch Time
Clubs**

Residentials

**Student
Council**

**Shakespeare
For School's
Festival**

Head Pupil

**Wedge
Corner Café**

COMMON QUESTIONS AND ANSWERS

We will endeavour to provide you with a curriculum tailored to your interests and abilities, which will provide you with employability and independent living skills.

Which subjects will I be studying in Key Stage 5?

Who decides what subjects I will study in Key Stage 5?

Alongside parents and pupils, the Head Teacher, Assistant Head of KS5 and KS5 Tutors will design the curriculum that best suits your needs and potential.

During the whole school transition day at the beginning of July, your new Tutor will go through your timetable with you.

When will I know what my timetable looks like?

What happens if I am not enjoying one of my courses?

Speak to your Tutor or Assistant Head. They will help you to figure out if there is anything that can be done to help you feel differently about the situation. We will do all that we can to ensure you have positive experience in Key Stage 5.

Use this booklet. Speak with older pupils and approach staff during and after lessons for further guidance.

How do I find out more about each subject?