

Sherbourne
Fields
School

Sherbourne Fields

Key Stage 5 Curriculum

Employability Pathway

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

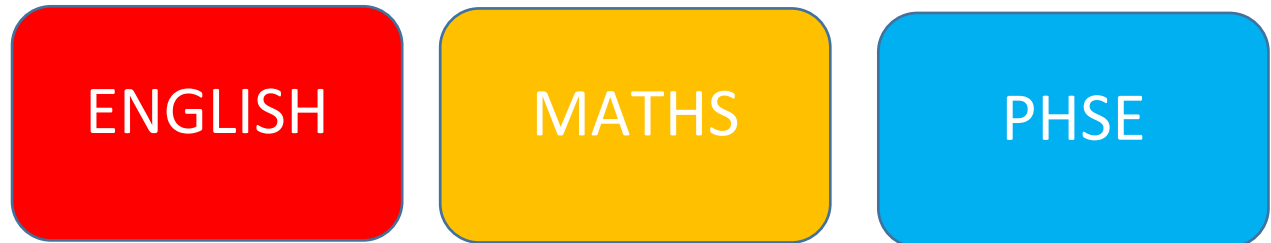
*4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. **Lessons should be planned to ensure that there are no barriers to every pupil achieving**. In many cases, **such planning will mean that these pupils will be able to study the full national curriculum**. 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:



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

6th Form Curriculum Overview

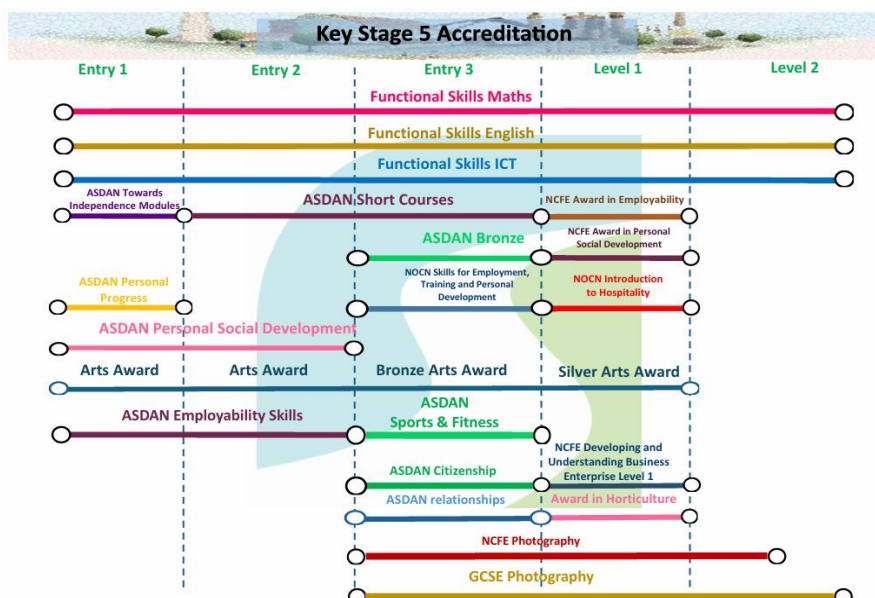
At Sherbourne Fields School, we have 4 curriculum areas – a pre-formal curriculum, a semi-formal curriculum and a formal curriculum. All of our pupils are baselined against the Sherbourne Progress Scale on entry to the school and targets are set for them against this continuum.

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?

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.

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?

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Communication, Resilience, Problem Solving, Critical Thinking, Creativity, Leadership, Responsibility, Organisation, Independent Learning, Research Skills, Adaptability, Initiative, Decision-Making, Professionalism



ASDAN Towards Independence

COURSE: Business Enterprise

LEVEL: Entry Level 1

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

- Planning your business enterprise
- Starting up
- Advertising your enterprise
- Running your enterprise
- Reviewing your performance and next steps.



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. In order to successfully complete this course, students will need to complete four units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills





ASDAN Towards Independence

COURSE: Citizenship

LEVEL: Entry Level 1

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

- Myself and Others
- Differences between people
- Making Choices
- Taking part
- Helping others in the Community
- Following rules
- Rights and Responsibilities
- The local community
- Caring about animals and the environment
- Talking and Listening to others
- Money
- Project



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. In order to successfully complete this course, students will need to complete seven units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills





ASDAN Towards Independence

COURSE: Horticulture

LEVEL: Entry Level 1

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

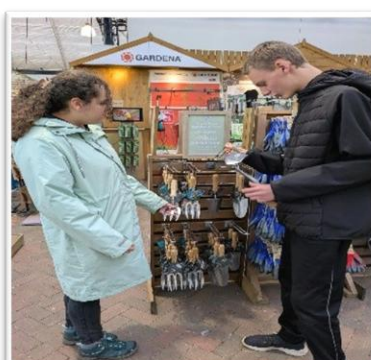
- Getting ready to work in the garden
- Using tools safely
- Growing seeds and plants indoors
- Growing plants outdoors
- Keeping the garden area tidy
- Project



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. In order to successfully complete this course, students will need to complete four units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills





ASDAN Towards Independence

COURSE: Independent Living

LEVEL: Entry Level 1

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

- Coping in my home
- Personal safety in my home
- Communication in my home
- Personal safety in my home
- Communication in my community
- Managing my money
- Shopping
- Being a good citizen
- Community services and facilities
- Project



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. In order to successfully complete this course, students will need to complete six units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills





ASDAN Towards Independence

COURSE: Living Here

LEVEL: Entry Level 1

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

- All about my country
- My rights in my country
- My responsibilities in my country
- Rules
- Laws
- Respecting people
- Making decisions for me
- Making decisions for everyone
- Project



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. In order to successfully complete this course, students will need to complete six units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills





ASDAN Towards Independence

COURSE: Meal Preparation

LEVEL: Entry Level 1

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

- Health and safety
- Food safety
- Using equipment
- Planning a meal using fresh ingredients
- Cooking a meal
- Serving and clearing away
- Entertaining
- Food from other cultures
- Planning a menu
- Food labelling and packaging
- Project



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. In order to successfully complete this course, students will need to complete six units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills, Practical cooking skills





ASDAN Towards Independence

COURSE: Out in the Community

LEVEL: Entry Level 1

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

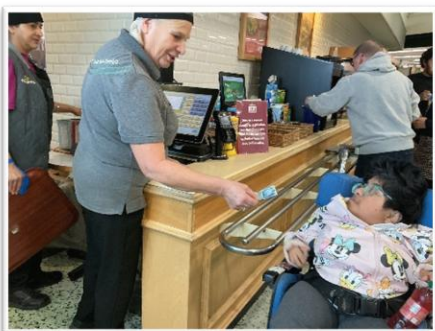
- Going out for a drink
- Going out to eat
- A trip out
- Going to a club or a recreational centre
- Meeting someone you know
- Project



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. In order to successfully complete this course, students will need to complete four units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills





ASDAN Towards Independence

COURSE: Photography

LEVEL: Entry Level 1

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

- Learning about your camera
- Going ready to use your camera
- Taking photos of people
- Taking photos of places or things
- Using a video camera
- Using your photos with a computer
- Making photograms
- Making a contact sheet
- Black and white printing
- Photo collage
- Project



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. In order to successfully complete this course, students will need to complete six units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills, Using technology





ASDAN Towards Independence

COURSE: Practical Workshop

LEVEL: Entry Level 1

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

- Safety in the work area
- Planning and preparing to make an item
- Following the plan to make an item
- Putting the pieces together
- Finishing the surfaces
- Project



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. In order to successfully complete this course, students will need to complete four units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills, Using tools



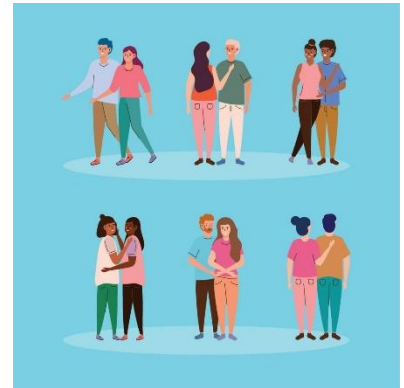
ASDAN Towards Independence

COURSE: Relationships

LEVEL: Entry Level 1

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

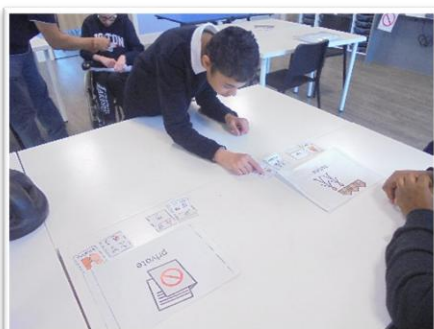
- Self-awareness
- Family and friends
- Our bodies
- Public and private
- Understanding changes
- Different kinds of relationships
- Romantic partners
- Healthy and unhealthy relationships
- Keeping safe online and sharing images
- Understanding consent
- Sexual relationships
- Masturbation
- Pregnancy
- Birth
- Project



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. In order to successfully complete this course, students will need to complete seven units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills



ASDAN Towards Independence

COURSE: Self-Advocacy

LEVEL: Entry Level 1

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

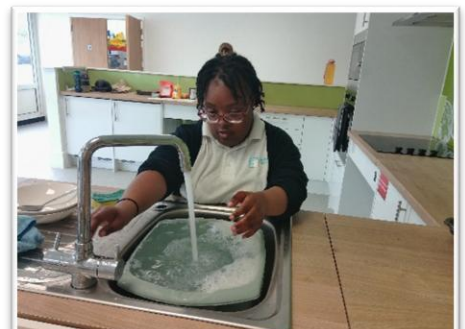
- Talking and listening to others
- Rights and responsibilities
- Speaking up for yourself
- Making decisions for yourself
- Advocacy services
- Being assertive and saying “no”
- Knowing about meetings
- Representation
- Acting as a secretary
- Acting as a treasurer
- Acting as chairperson
- Project



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. In order to successfully complete this course, students will need to complete six units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills,





ASDAN Towards Independence

COURSE: Sports Studies

LEVEL: Entry Level 1

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

- Where to go and what to do
- Knowing equipment
- Kicking skills
- Ball control
- Hitting skills
- Team awareness and cooperation skills
- A sporting activity
- Project



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. In order to successfully complete this course, students will need to complete five units.

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.

SKILLS DEVELOPED IN THIS COURSE: Use of Maths, Use of English, Use of ICT, Teamwork, Critical Thinking, Leadership, Responsibility, Independent Learning, Research Skills,



ASDAN Towards Independence

COURSE: Wider World

LEVEL: Entry Level 1

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

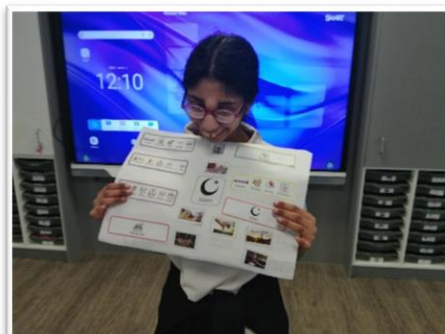
- My culture
- Other cultures
- Religious festivals
- Famous people
- World news
- Food
- The arts
- Charities
- Visits
- Project



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. In order to successfully complete this course, students will need to complete six units.

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 DEVELOPS: 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.



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:

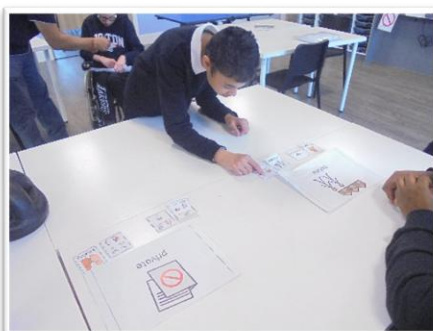
- Managing Own Money
- Community Action
- Preparing For Work
- Parenting Awareness
- Environmental Awareness
- Healthy Living
- Making the Most Of Leisure Time
- Personal Safety
- Using Technology in the home and community



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



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. Some pupils may get the opportunity to do their Gold Award.

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
Residential		

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.

SKILLS DEVELOPED IN THIS COURSE: Teamwork, Communication, Resilience, Physical, Organisation, Adaptability, Initiative, Decision-Making





KS5 Residential

WHERE: Cornwall

WHEN: Summer Term

RESIDENTIAL OVERVIEW: Pupils have the exciting opportunity to take part in a five-day residential trip to Cornwall in collaboration with Elemental UK. Based across two sites in Cornwall (Newquay and Falmouth), pupils will have the chance to take part in a range of activities including: Surfing, bodyboarding, beach games, kayaking, paddle boarding, raft building, sailing, coastering, cinema trip and quiz.

The residential will develop the following skills:

- Independence
- Resilience
- Confidence
- Team work
- Communication
- Responsibility
- Adaptability
- Problem Solving



SKILLS DEVELOPED ON THIS RESIDENTIAL: Teamwork, Communication, Resilience, Physical, Organisation



Please note there is a cost involved with this residential



Wedge Café and Wedge on Wheels

OPPORTUNITY: At Sherbourne Fields School we felt it was important to give the pupils a number of opportunities, therefore we have our own Café and Horse box. 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 these both on site meant that all pupils could use them every day if they wanted to. They both give pupils from all across the school the opportunity to experience ordering items, pay for them, and checking their change/their card has authorised the payment. The café is open every morning from 9.30-10.30am for pupils and staff. The Horse box is open during morning break.

SKILLS FOR EMPLOYABILITY: Pupils who have the opportunity to work in the café and Horse box, 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

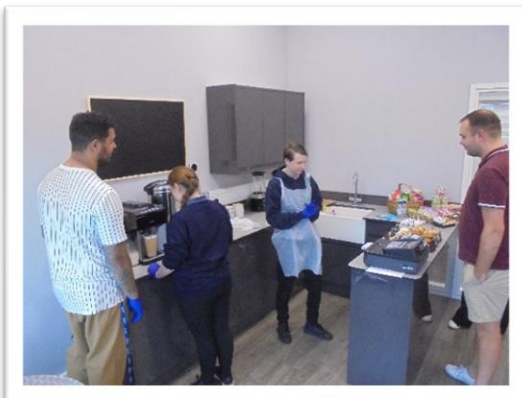
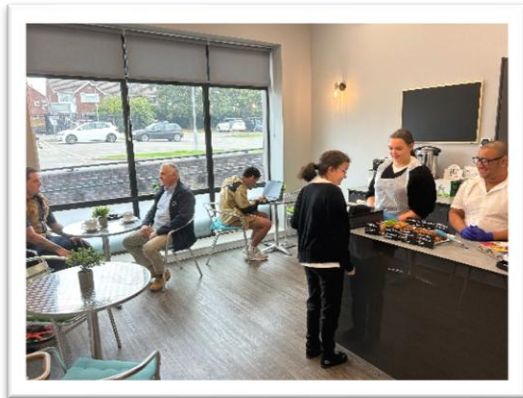


SKILLS DEVELOPED IN THIS OPPORTUNITY: Use of Maths, Teamwork, Communication, Resilience, Problem Solving, Leadership, Responsibility, Organisation, Adaptability, Initiative, Decision-Making, Professionalism



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

CAFÉ ASSISTANT OR SUPERVISOR



IN THE WEDGE CAFÉ OR WEDGE ON WHEELS?

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 Café or Wedge on Wheels may be the place for you.

The experience you gain from working in the either, 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. We recruit each school year and you will be able to ask your class teacher for an application form, return it to Jodie in the Post-16 building; successful applicants will be invited to a 10-minute panel interview.



Post 16

Education Destinations

Most pupils stay on till Year 14 to ensure that they have completed all of their courses; giving them the best possible chance of successfully gaining a place on their chosen Post 16 Education Destination. This however, is not a given. It will depend on your attendance, behaviour, engagement and enjoyment. This will be discussed in your annual review each year. During your final annual review (which may be in Year 12, 13 or 14,) you, your parents and your teachers will discuss your next steps and the option(s) that they feel will be most beneficial to you.

The following Education Destinations would be available to you when you leave school. You will go on visits to most of these places with school as part of our careers programme in your Future Plans lessons. We would advise that you go along with your parents to have a look around and see what you all think of it. These visits can be arranged directly with the college.



HEREWARD COLLEGE

Hereward College provides study programmes and learning experiences / opportunities for young people (age 16-25) with complex disabilities and learning difficulties. Most pupils on our Employability Pathway would enrol onto their **Foundation Pathway** (Entry 1/Entry 2.) On this programme you would continue with your Maths and English and explore a taster of different vocational areas and complete units of work to achieve accreditation. All Foundation courses, are person-centred and you will study at college five days a week. Students take part in projects to make decisions on future goals and you will work towards targets at your own pace. All learners on the Foundation Pathway have Independent Learning Support staff in lessons who work with you, in and out of the classroom, to help you achieve your personal goals and increase independence, communication and social skills and emotional regulation.



COVENTRY ADULT EDUCATION

Coventry's Adult Education Service offers a wide range of courses for adults in more than 20 locations across the city. Each year, thousands of people take the opportunity to learn a new skill, get a qualification, or find out more about something they are interested in. Courses are taught by friendly, qualified tutors. There's something for everyone.

Coventry College (formally City and Henley College) can offer Life Skills, Foundation, and Level 1 courses for our students depending on their level of learning. The Entry Level Diploma in Life and Living Skills is an entry level course designed to help you if you have learning disabilities/difficulties. You will acquire skills to help you with day-to-day tasks. The course also helps you prepare for the world of work and independent living. You will study Practical workshops, Independent living skills, Music/Art/Drama, Basic English, Basic maths. There will also be opportunities to take part in preparation for work and work placements, and Enterprise and Employability activities. On successful completion of this course, you can apply for a Foundation course.



BRANDON WOOD FARM

Brandon Wood Farm is a day opportunity service for adults with learning disabilities, autism and complex needs. The farm is in a rural area and offers an abundance of tranquil outdoor space where individuals can be themselves. The service is for individuals who cannot manage mainstream activities and may require a more bespoke day option. They support individuals from all circumstances that want to spend days outdoors. Brandon Wood Farm offers: Animal therapy with a selection of small and large breed animals, access to a multi-sensory room when necessary or as part of a daily calming strategy, vegetables and plant growing in the garden and polytunnels, calming field walks, relaxing sessions in the sensory garden and listening to the aviary birds.

HENRY FRY CENTRE

Henry Fry community centre is a day opportunity service for adults with learning disabilities, located in the heart of Coventry. They work with people with learning disabilities to maximise their potential and live the life they want to lead. This involves choices about leisure time, activities, following interests, developing hobbies, participating in the local community, learning to be safe and maintaining well-being. They organise a variety of activities, courses and social groups. They organise activities including cooking lessons, self-advocacy, games, music, arts and crafts, drama and so on. With staff support, small groups of people share activities in the community such as cinema and live shows. They also visit places of interest, do some outdoor activities like bowling and sessions at the gym but also visit local cafes and pubs.



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. If required, pupils can first gain entry to the Step into Work programme which then leads onto a Supported Internship in the second year.

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 currently an opportunity for pupils after 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 work experience placements leading up to Year 14.

Work Experience

During their time in Key Stage 5, pupils *may* get the opportunity for a work experience placement (where appropriate.) 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.



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.



**Scan Here
to see our
Placements**



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.



Pupils will work alongside a small team, sorting through a range of Coventry City Council paperwork. The recycling will go 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.

**Potential Work
Experience
Placements**



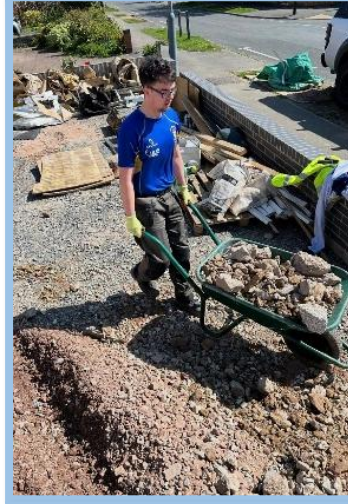
Students will shadow the site service officer for the week. They will carry out general maintenance of the school undertaking a number of minor repairs and low-level decorating tasks. The students will be responsible for carrying out routine safety checks and periodic testing of water temperatures, fire safety equipment and other equipment around school. The day to day jobs will vary over the course of the week lending to the needs and demands of the staff and students.



Pupils will assist with replenishing the shop stock, keeping it tidy at all times, liaising with customers and welcoming them in. Students may also work in the office to support with administrative tasks.



Students will tend to a number of plant life throughout the week, they will learn how to care for new seedlings and how to replant them. They will improve their general gardening skills and keep all areas tidy.



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's '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.

SKILLS GLOSSARY OF TERMS

The courses you will complete throughout your time in Key Stage 5 are designed to develop a variety of skills. On each page in the booklet it will tell you what those skills are and below you will be able to find out a little about each skill.

USE OF MATHS

You will apply a variety of Maths skills such as money, budgeting and data to complete your work.

USE OF ENGLISH

You will apply a variety of English skills such as reading, writing or speaking and listening skills to complete your work.

USE OF ICT

You will apply a variety of ICT skills such as research, recording and presenting data to complete your work.

RESEARCH SKILLS

You will develop the skill to find, extract, evaluate and present information, either from books or online sources.

TEAMWORK

You will work together with your peers to achieve a shared goal or task, communicating and sharing jobs.

COMMUNICATION

You will exchange ideas, information and thoughts with your peers in order to inform, persuade or share information with them.

PROBLEM SOLVING

You will think through and strategise ways to solve a potential problem before or after it has arisen.

Independent Learning

You will engage with independent work such as research, problem solving and recording your own work with some guidance from the teacher.

CRITICAL THINKING

You will ask questions such as 'why,' 'how,' and 'what if' to explore different points of view and explore different options to the one that is first presented.

RESILIENCE

You will learn how to deal with situations and experiences that may be difficult. You will learn how to keep going and not let them affect you negatively.

CREATIVITY

You will develop your ability to think of your own ideas and look at things for different perspectives.

LEADERSHIP

You will develop the ability to influence, motivate, enable and support your peers to complete a shared goal. You will also develop your emotional intelligence.

INITIATIVE

You will develop the skill to see things that need doing and acting on them independently without being asked.

PROFFESIONALISM

You will show that you are reliable, hardworking and demonstrate excellent behaviour and positive attitude towards your work and tasks.

RESPONSIBILITY

You will develop the skill of being able to lead peers independently and being in control of specific situations above others

ADAPTABILITY

You will develop the skill to adapt and adjust your plans in response to an issue or attitude. You will proactively and positively change your plans accordingly.

DECISION MAKING

You will develop the skill to evaluate options and information in order to choose the best course of action to achieve a shared goal.

10 things to do before you leave....

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. We challenge you to see if you can do 10 or more of these before you leave- tick them off as you go....

- Take part in a session in the Wedge Workshop
- Go on a work experience placement
- Go down our zip-wire
- Challenge yourself to go climb up the climbing wall
- Go on the Newquay residential
- Take part in the Shakespeare for School's Festival performance at the Belgrade Theatre
- Visit the Houses of Parliament as part of your Citizenship course
- Camp over night as part of the Duke of Edinburgh Award
- Help to plan and organise MacMillan Coffee Morning
- Attend Prom
- Get a job in our school Wedge café / Wedge on Wheels
- Take part in Mock Interviews
- Perform as part of our 6th Form band
- Join the school choir
- Become a buddy to pupils from around the school
- Become a paired reader and read to others around the school in morning registration
- Become a school librarian
- Get a Head Teachers Award
- Become a member of the student council
- Sell school products at Pop-Up shop events
- Attend Open Evenings as a 6th form Ambassador
- Represent the school at Ambas.SEND.or's meetings
- Represent the school on Sporting Events

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?