

# Sherbourne Fields

Independence and  
Life Skills 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

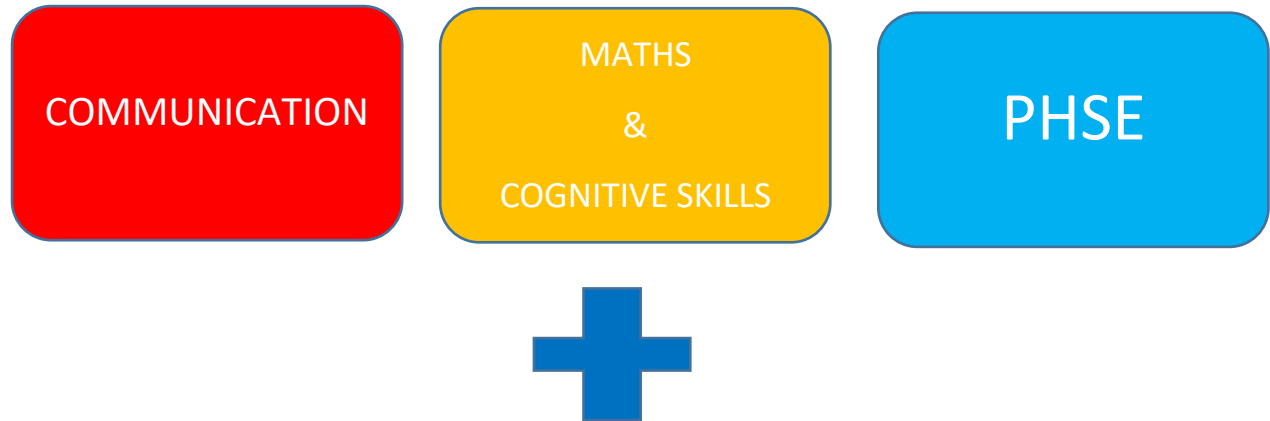
*4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. **Lessons should be planned to ensure that there are no barriers to every pupil achieving**. In many cases, **such planning will mean that these pupils will be able to study the full national curriculum**.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



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

- |                                   |  |   |  |
|-----------------------------------|--|---|--|
| ASDAN TI:<br>Baking sensory       | ASDAN TI: Engaging with the wider world around me: Objects | ASDAN TI: Multi-sensory experiences             | ASDAN TI: Developing communication skills: Sensory |
| ASDAN TI: The world around us     | ASDAN TI: Sport and leisure                                | ASDAN TI: Meal preparation and cooking: Sensory | ASDAN TI: Creativity                               |
| ASDAN TI: Myself and others       | ASDAN TI: Personal care routines: Introduction             | ASDAN TI: Independent Living: Introduction      | ASDAN TI: Everyday living                          |
| ASDAN TI: Getting to know a group | ASDAN TI: Printing   | ASDAN TI: Sound rhythm and music                | ASDAN TI: Self advocacy                            |

TI- Towards Independence

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

In order for each pupil to achieve their full potential:

- Ensure a total communication environment to enhance pupil learning environment.
- Learning cues are used to cue pupils into the start of their lesson and support with learning their routine.
- On body signs and BSL signs are used to support hearing- impaired pupils.
- 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 and Cognitive skills and Communication.
- Provide accreditation at the correct level for pupils.

### **Accreditation**

By the end of their time at Sherbourne Fields school, we aspire for all our pupils to achieve a variety of different accreditations. We offer a vast number of accreditations toward independent programmes. We treat every pupil as unique individuals, which is why we offer a diverse, developing and innovative curriculum.

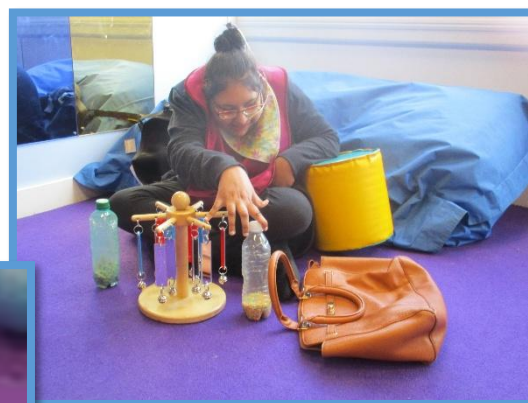
# Sherbourne Fields Communication Curriculum

## The SPMLD Levels for Communication aims to ensure that all pupils:

- Seeks eye contact during intensive interaction with a familiar adult.
- Imitates an action or sound.
- Recognises a familiar voice.
- Responds to on body signs.
- Greet staff in conventional manner.
- Initiate an interaction with a familiar adult.
- Responds to a gesture.
- Copy an action/sound that is not part of their repertoire.
- Establish a conventional way (AAC) of communicating more of an activity/experience.
- Signal a preference from a choice of 2 items using AAC approach (TOBI, Photo, Symbol).
- Signal a preference from a choice of more than 2 items using AAC approach (TOBI, Photo, Symbol).

## What does this look like at Sherbourne Fields?

**Pre-formal:** Sensory Pre-Formal curriculum follows a thematic approach to learning. All of the activities and learning opportunities spiral around a curricular theme – the topics interleaving and building on those covered in Primary. We strive to make all lessons age appropriate – achieved through our own sensory resources (for example, thematic sensory stories). A thematic approach allows full immersion within a sensory experience, enabling development of their communication. Experiences are repeated regularly to allow pupils to develop familiarity and feel confident. The activities, or experiences, are planned around the individual pupil's specific needs allowing fulfilment of their own potential. Communication is present throughout the curriculum and school environment using the pupils preferred communication methods for example intensive interaction, choice making, TOBI, on body signs, gestures, switches, symbols, photos and communication books. When developing their preferred method of communication, we focus on key skills such as listening, shared attention, interaction, play, turn taking and developing positive relationships so pupils feel confident and safe. Pupil progress will be assessed against the areas of engagement - exploration, realisation, anticipation, initiation and persistence and adapted learning will allow all pupils to reach their potential.



# Sherbourne Fields

## Maths and Cognitive skills Curriculum

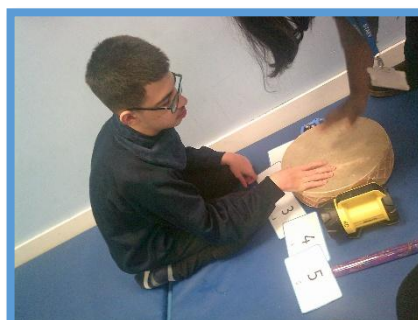
### The SPMLD Levels for Maths and Cognitive skills aims to ensure that all pupils:

- Attends to/Responds to different environment sound when making patterns.
- Briefly tracks visual stimuli across a vertical/horizontal plane when exploring different quantities.
- Glances at/Attend to objects when hidden when taking part in object permanence.
- Combines 2 or more objects in specific ways.
- Uses specific actions which will cause specific effects.
- Lift, grasp and inspects objects.
- Appropriately manipulate different objects.
- Attempts to put object into a container.
- Perform action on object.
- Attempts to put object into a container.
- Help to fill and Empty a container.
- Matches an object to an identical object from a choice of two.
- Actively explore and show an awareness of events related to time of day.
- Attempts to uncover/seek an object when it is seen to be hidden.

### What does this look like at Sherbourne Fields?

#### Pre-formal:

Sensory Pre-Formal curriculum follows a thematic approach to learning. All of the activities and learning opportunities spiral around a curricular theme – the topics interleaving and building on those covered in Primary. A thematic approach allows full immersion within a sensory experience, enabling development of their Maths and Cognitive skills. Experiences are repeated regularly to allow pupils to develop familiarity and feel confident. The activities, or experiences, are planned around the individual pupil's specific needs allowing fulfilment of their own potential. Maths and Cognitive skills are present throughout the curriculum such as carrying out one to one exchange, making patterns with instruments, making patterns on the resonance board, making patterns using pupils' vocalisations, making shapes, exploring different quantities in different mediums. We use practical everyday situations -such as knowing where to put their coat and understanding positional language e.g. put the toys in the box when tidying up. We encourage independent exploration of resources linked to maths – developing a questioning approach towards a situation and developing problem solving skills. Pupils are encouraged to develop their understanding of routines and the passage of time through the use of timetables, musical learning cues, objects of reference and now and next boards. We develop object permanence and a sense of ourselves in space through intensive interaction and movement activities. We use number songs and maths sensory stories, which we deliver using sensory objects, resources and materials.



## ASDAN

**COURSE:** ASDAN Towards Independence: Baking sensory

**COURSE OVERVIEW:** The ASDAN Towards Independence Baking program is designed to support pupils with sensory needs in developing baking skills through sensory exploration and processing. The program focuses on the activity and materials used in baking, encouraging pupils to engage with their senses through mixing, touching, smelling, tasting, and listening to sounds.

Units covered include:

- Hygiene routines
- Exploring Textures
- Exploring tastes, smells and colour
- Exploring baking equipment
- Switches and sounds
- Exploring baking techniques

**ASSESSMENT:** Pupils will build a portfolio of evidence against the course standards. This may include photographs, QR codes and written observations from staff. Each portfolio will be assessed internally and then moderated by an external verifier.



## ASDAN

**COURSE:** ASDAN Towards Independence: Creativity

**COURSE OVERVIEW:** The ASDAN Towards Independence Creativity program is designed to immerse pupils in creative activities and develop their skills in various ways. The program aims to stimulate pupil's' creativity and provide opportunities for self-expression.

Units covered include:

- Costume performance
- Printing
- Pottery
- Making pictures
- My kind of music

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## ASDAN

**COURSE:** ASDAN Towards Independence: Developing communication skills: Sensory

**COURSE OVERVIEW:** The ASDAN Towards Independence Developing communication skills: Sensory program offers a structured approach to developing communication skills, particularly for individuals with sensory needs. The program includes various modules that focus on different aspects of communication, such as listening, speaking, and engaging in discussions.

Units covered include:

- How I communicate
- Engaging with people at my centre
- Communicating using ICT
- Communicating through touch
- Communicating through sound

**ASSESSMENT:** Pupils will build a portfolio of evidence against the course standards. This may include photographs, QR codes and written observations from staff. Each portfolio will be assessed internally and then moderated by an external verifier.



## ASDAN

**COURSE:** ASDAN Towards Independence: Engaging with the wider world around me: Objects

**COURSE OVERVIEW:** The ASDAN Towards Independence: Engaging with the wider world around me: Objects: sensory program which offers pupils the opportunity to actively explore a range of different objects and the opportunity to use these objects within their routine such as when exploring objects for personal hygiene we explored brushing our teeth and washing our hair.

Units covered include:

- Sensory equipment
- Musical instruments
- Objects for personal hygiene
- Kitchen equipment

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## ASDAN

**COURSE:** ASDAN Towards Independence: Everyday living

**COURSE OVERVIEW:** The ASDAN Towards Independence program focuses on developing and accrediting skills in everyday living, which are essential for personal, social, work-related, and independent living.

Units covered include:

- Myself and others
- In the home
- During the day
- Out and about

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## ASDAN

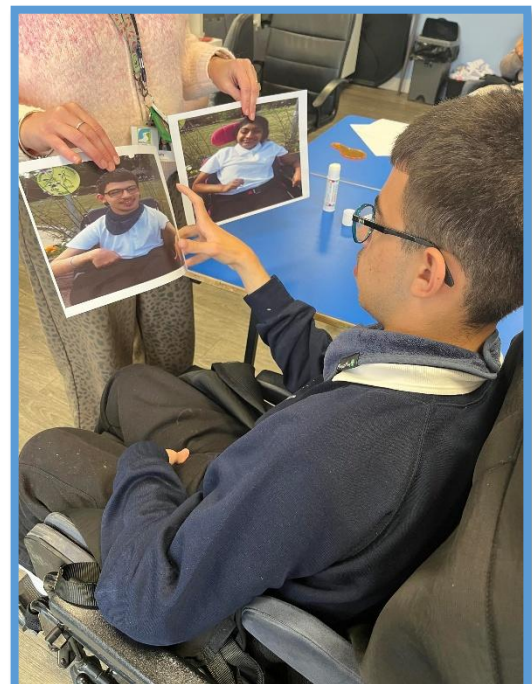
**COURSE:** ASDAN Towards Independence: Getting to know a group

**COURSE OVERVIEW:** The ASDAN Towards Independence: Getting to know a group: sensory program which focuses on learning about who you are, and you identify how to introduce yourself to people, learn your peers' names and building those different relationships with other people.

Units covered include:

- Knowing about me
- Introducing myself
- Finding out about other people
- Learning names

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## ASDAN

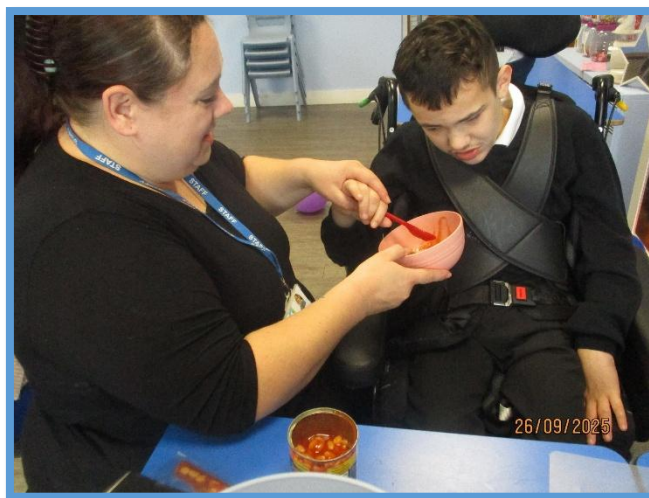
**COURSE:** ASDAN Towards Independence: Independent living: Introduction

**COURSE OVERVIEW:** ASDAN Towards Independence: Independent living: Introduction, this programme focuses on making clear choices and preparing hot drinks and different meals using a range of different kitchen equipment. It also teaches you key routines which will support independent living such as using a washing machine.

Units covered include:

- Making breakfast
- Making a hot drink
- Making a packed lunch
- Making a main meal (lunch or dinner)
- Cleaning
- Using a washing machine
- Using a tumble dryer
- Ironing

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## ASDAN

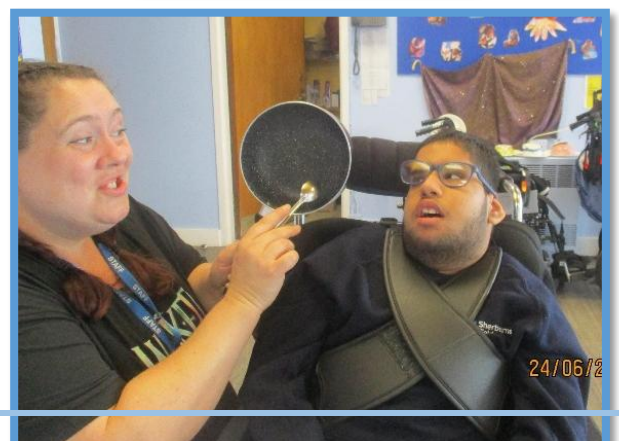
**COURSE:** ASDAN Towards Independence: Meal preparation and cooking: Sensory

**COURSE OVERVIEW:** The ASDAN Towards Independence: Meal preparation and cooking: Sensory: sensory program which focuses on exploring different smells and texture when following simple recipes such as making sandwich or soup. Pupils are encouraged to use a range of different kitchen equipment when carrying out these recipes.

Units covered include:

- Hygiene
- Exploring tastes and smells
- Food textures
- Kitchen tools
- Using switches
- Temperatures
- Cooking sounds
- Other sounds and textures
- Shopping

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## ASDAN

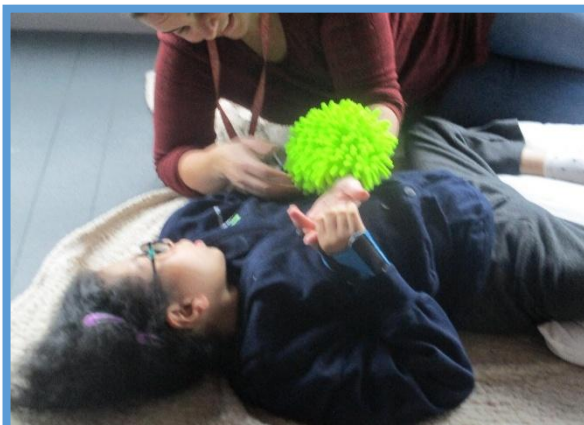
**COURSE:** ASDAN Towards Independence: Multi- sensory experiences

**COURSE OVERVIEW:** The ASDAN Towards Independence: Multi- sensory experiences program is designed to immerse pupils in different sensory activities and explore different environments where these activities are carried out such as sensory room, soft play and hydrotherapy pool. The program aims to focus on relaxation and massage.

Units covered include:

- Using a sensory room
- Hydrotherapy
- Music therapy
- Physiotherapy and movement programmes
- Rebound therapy and use of a trampoline
- Art therapy
- Aromatherapy
- Massage
- Other therapies

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# ASDAN

**COURSE:** ASDAN Towards Independence: Myself and others

**COURSE OVERVIEW:** The ASDAN Towards Independence: Myself and others program is designed to encourage pupils to develop their communication skills and build relationships with their peers. Develop their ability to communicate and share their preferences- favourite food, music, colour and clothes.

Units covered include:

- Myself
- Things that I like
- My friends
- Meeting people

**ASSESSMENT:** Pupils will build a portfolio of evidence against the course standards. This may include photographs, QR codes and written observations from staff. Each portfolio will be assessed internally and then moderated by an external verifier.



## ASDAN

**COURSE:** ASDAN Towards Independence: Out in the community

**COURSE OVERVIEW:** ASDAN Towards Independence: Out in the community program is designed to support pupils with developing their ability to access the community for a range of different social occasions and explore a range of different locations in the local and wider community.

Units covered include:

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

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## ASDAN

**COURSE:** ASDAN Towards Independence: Personal care routines: Introduction

**COURSE OVERVIEW:** The ASDAN Towards Independence: Personal care routines: Introduction. Support pupils in developing skills for the future. Allowing pupils to know how to carry out simple personal care routines and teaching pupils how often these personal care routines have to be carried out- daily or weekly and learning how to keep clothes and personal care items tidy.

Units covered include:

- Personal care
- Getting ready for the day
- Keeping your things in order
- Getting help to make yourself look
- Using local services

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## ASDAN

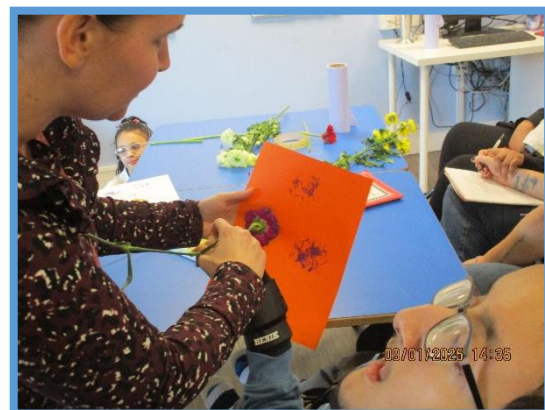
**COURSE:** ASDAN Towards Independence: Printing

**COURSE OVERVIEW:** The ASDAN Towards Independence: Printing is designed to support pupils with developing their fine motor skills whilst exploring a range of different printing techniques. Pupils will explore different textured surfaces, grasp different printing tools and pupils will develop their choice making skills when choosing which colour and printing tool they would like to use.

Units covered include:

- Using different textured surfaces
- Using scrap materials and objects
- Printing a picture
- Using other printing methods

**ASSESSMENT:** Pupils will build a portfolio of evidence against the course standards. This may include photographs, QR codes and written observations from staff. Each portfolio will be assessed internally and then moderated by an external verifier.



## ASDAN

**COURSE:** ASDAN Towards Independence: Self advocacy

**COURSE OVERVIEW:** ASDAN Towards Independence: Self advocacy, this programme encourages pupils to find their own voice and way to express their opinion, likes, dislikes, their ability to make clear choices and their ability to say no.

Units covered include:

- Talking and listening to others
- Rights and responsibilities
- Speaking for yourself
- Making decisions for yourself
- Find out about advocacy services
- Being assertive and saying 'no!'

**ASSESSMENT:** Pupils will build a portfolio of evidence against the course standards. This may include photographs, QR codes and written observations from staff. Each portfolio will be assessed internally and then moderated by an external verifier.



## ASDAN

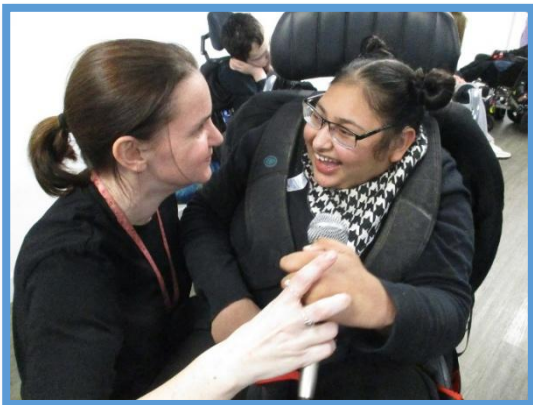
**COURSE:** ASDAN Towards Independence: Sound, rhythm and music

**COURSE OVERVIEW:** The ASDAN Towards Independence: Sound, rhythm and music is designed to immerse pupils in different genres of music, pupils are encouraged to explore a range of different instruments. When exploring these instruments pupils will be encouraged to create their own rhythmic patterns. Pupils will also have the opportunity to develop their vocalisations when exploring a mic when using our voices and singing together.

Units covered include:

- Listening to sounds
- Using a DVD,CD or MP3 player
- Making sounds with your body
- Making rhythms
- Playing percussion
- Using your voice
- Singing together
- Listening to music
- Taking part in a musical performance

**ASSESSMENT:** Pupils will build a portfolio of evidence against the course standards. This may include photographs, QR codes and written observations from staff. Each portfolio will be assessed internally and then moderated by an external verifier.



## ASDAN

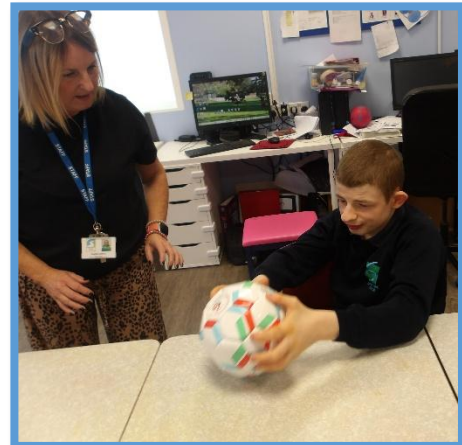
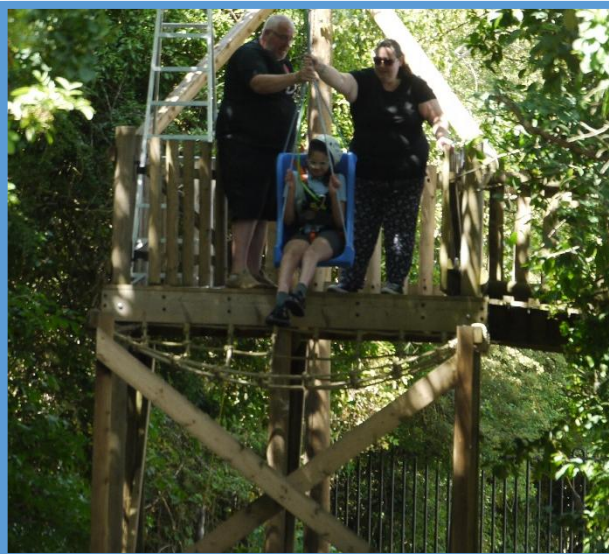
**COURSE:** ASDAN Towards Independence: Sport and Leisure

**COURSE OVERVIEW:** ASDAN Towards Independence: Sport and Leisure: this programme is designed to offer pupils the opportunity to explore a range of different sports equipment and take part in different sports activities such as Kurling and Boccia. There is also a unit which focuses on pupils developing their water skills.

Units covered include:

- Equipment
- Water skills
- Moving to music
- Community activity

**ASSESSMENT:** Pupils will build a portfolio of evidence against the course standards. This may include photographs, QR codes and written observations from staff. Each portfolio will be assessed internally and then moderated by an external verifier.



## ASDAN

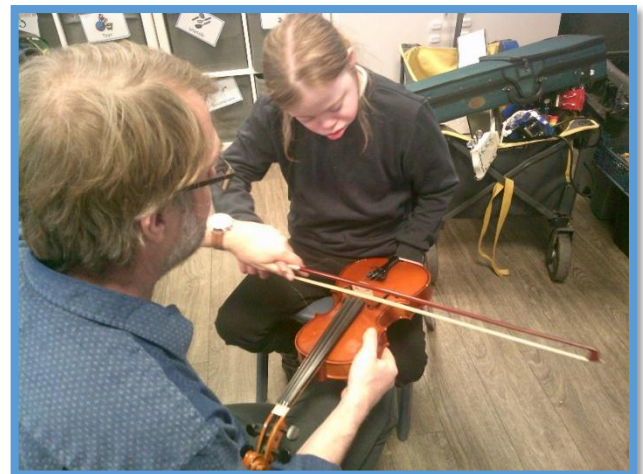
**COURSE:** ASDAN Towards Independence: The world around us

**COURSE OVERVIEW:** The ASDAN Towards Independence: The world around us program is designed to immerse pupils in different environments in school, home, local community and wider community. The program is designed to visit different locations- soft play, music room, hydrotherapy pool, park and supermarket, carry out the associated activity to these locations such as carrying out one to one exchange at the supermarket.

Units covered include:

- In the home
- In the centre
- In the community-outdoors
- In the community-indoors

**ASSESSMENT:** Pupils will build a portfolio of evidence against the course standards. This may include photographs, QR codes and written observations from staff. Each portfolio will be assessed internally and then moderated by an external verifier.

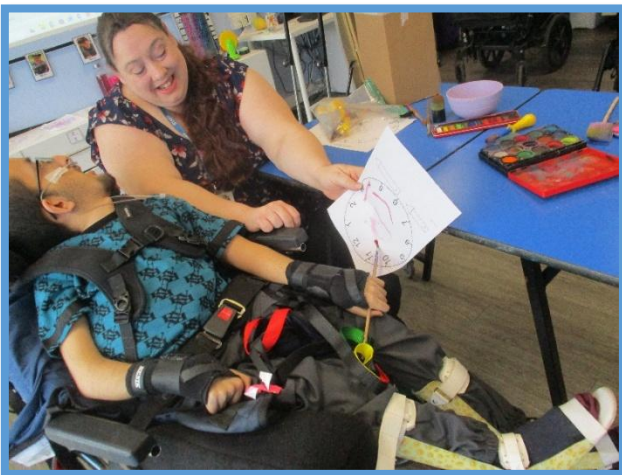


## Creative Arts

Within our Creative Arts lesson pupils develop their imagination, creativity and their ability to use media and materials. Within our Creative Arts lessons we cover Art and Design and technology.

In our Art lessons we develop key skills such as mark making, grasping and using mark making tools, pupils are encouraged to look towards and show an awareness of the marks they are making. We also exploring a range of printing tools.

In our Design and technology lessons we develop key skills such as pouring, mixing, combining, following simple instructions, exploring different textures, exploring different smells, exploring and using a range of different kitchen tools, operating kitchen equipment via a switch such as a blender, hand mixer and microwave. We also explore junk modelling.



## Music

Our sensory Music lessons are delivered through a practical and multi-sensory approach. Within these lessons pupils explore a range of different instruments. When exploring the different instruments pupils develop their grasping, tapping, strumming, rolling, lifting, pressing and striking skills. Pupils also use mics to develop their vocalisations and make patterns using their vocalisations.

Pupils experience different genres of music, and they learn about music from different countries.

Throughout the year we also have visits from Soundabout and the Welsh National Opera and they carryout Music immersion days within the school environment.



## Open Theatre

Open theatre is a non-verbal physical theatre practice which is used to release the individual creativity. It is a unique non-verbal physical theatre practice.

The practitioner's role is to find a way to connect with every young person, to notice, respond, and invite them into creative exchange. This happens through what we call offers: a prop passed across the space, a scarf extended to begin a dance, a mirror of the young person's movement, or the simple offer of a high five. These offers open the door to play.

Every action a young person makes is treated as an opportunity, never a mistake. If a prop is hidden or a rule is broken, the session shifts to follow their lead. In doing so, we validate their choices and show them that their creative impulses have power. This process builds confidence, agency and trust, which are the foundations of learning and communication.



## Personal Development

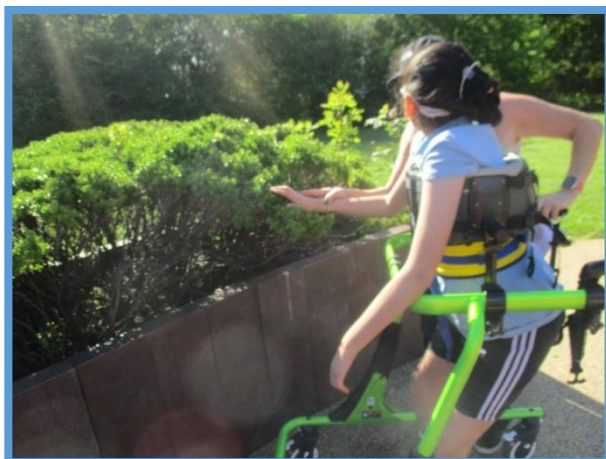
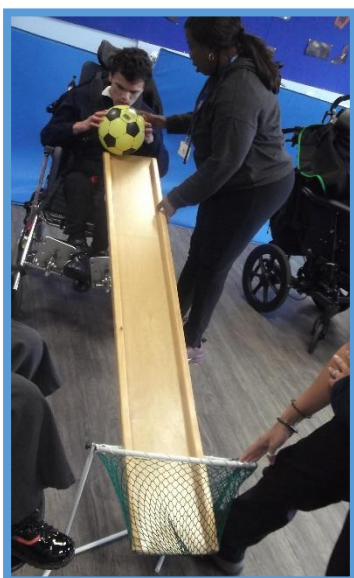
Personal development is delivered through a range of different activities which promote personal development, these include choice making, showing preferences, social interaction, peer interaction, learning about our own body and spatial awareness. Personal development is carried out across all areas of the curriculum and in life skills activities, including eating, drinking and personal care - encouraging pupils' independence.



## Physical Development

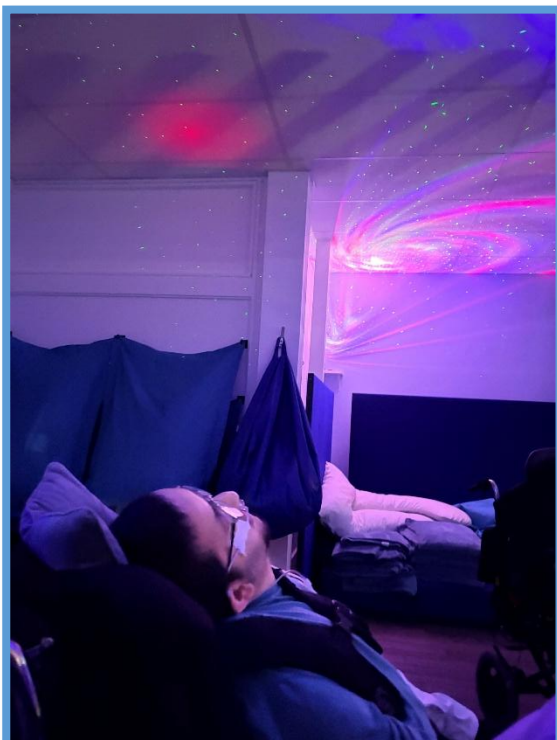
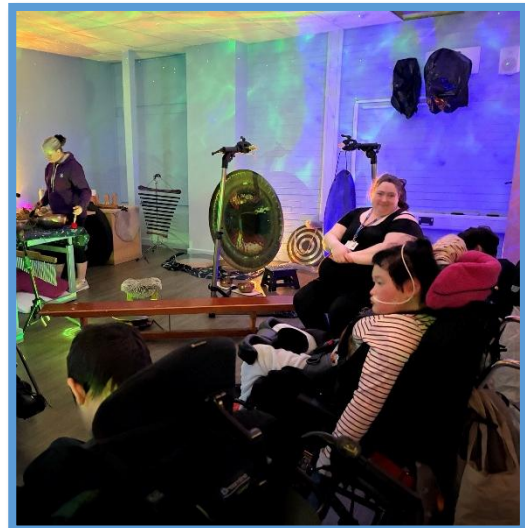
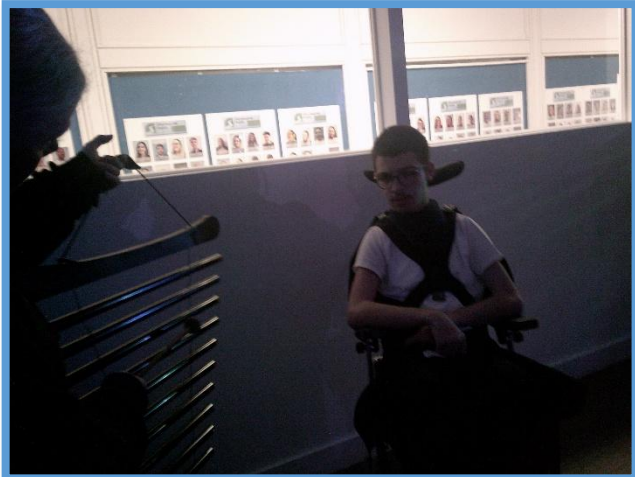
Physical development is embedded in all areas of the curriculum. Promoting developing key skills such as head control, learning how to roll over, learning to sit up, learning to kneel, learning to high kneel, developing fine motor skills such as grasping with a palm grip or a pincer grip. The development of physical skills is fundamental in learning. By developing coordination, motor skills and awareness of their bodies, pupils can explore, interpret and have an impact on the world around them.

Within our Physical Development lessons, we develop a range of skills: grasping and releasing objects with a palm grip, following simple actions, developing pupil's balls skills and carrying out different movements or exploring a specific prop to music. Pupils are out of their wheelchair within their physical development and movement lessons, on a beanbag, mat or accessing specialist equipment such as standers and walkers. We also take part in team games such as boccia and kurling. We also go on country walks in our local and wider community.



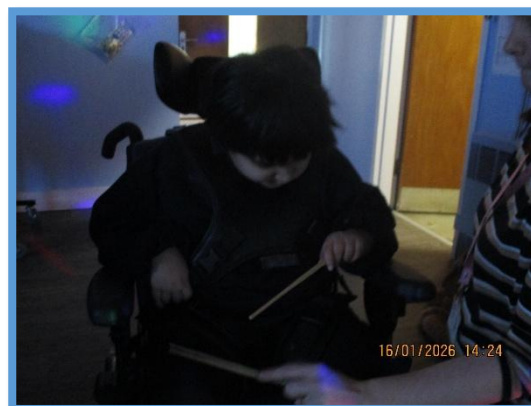
## Sound bath

A sound bath is a meditative experience where pupils are 'bathed' in sound vibrations produced by instruments such as crystal singing bowls, gongs, chimes, and tuning forks. During their sound bath pupils are encouraged to lie down, relax, be still and quiet and allow the waves of sound to wash over their body and mind. The goal is not to listen actively but to allow the frequencies to promote a state of deep relaxation.



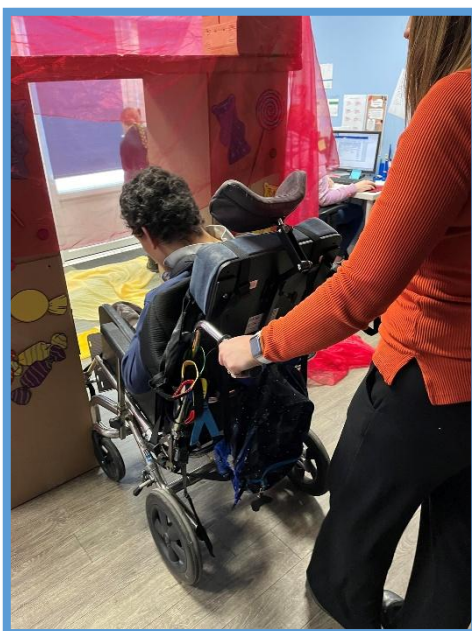
## Sensory Massage

Sensory massage brings together music and touch. It allows pupils to relax and carry out 1-1 engagement when carrying out their sensory massage. Every half term we carry out a different sensory massage linked to our theme current theme. Sensory massage is the use of a prop to carry out a specific massage/action whilst listening to a specific song for example in our space sensory massage we used vibrating massage to simulate the vibration of a rocket taking off, we explored the feeling of the cold breeze when being fanned to represent the cold planet and we grasped and actively explored warmer/hot water bottle to represent hot planets.



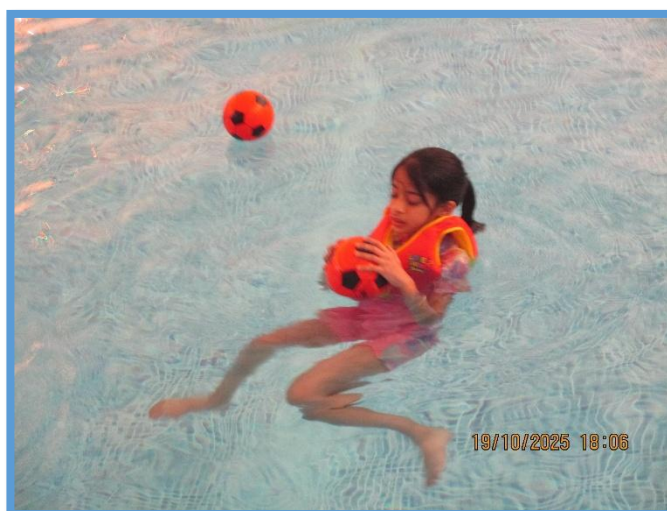
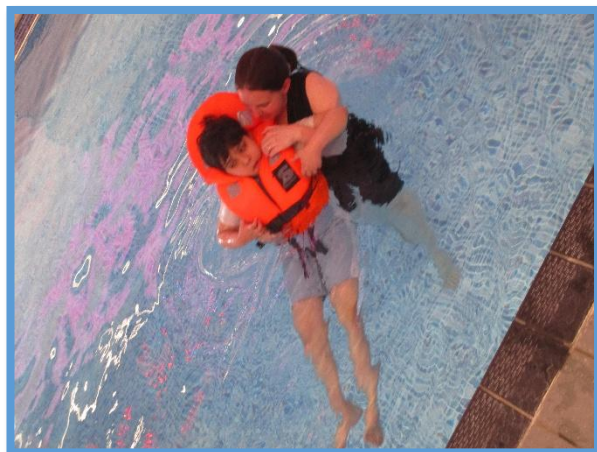
## Sensory Stories

Pre-Formal curriculum follows a thematic approach to learning; our sensory story is the centre of our thematic approach alongside our topic. A thematic approach allows pupils to become fully immersed within their sensory experience, enabling them to develop their English and Communication skills. We study a different sensory story each half term; we also ensure that all sensory stories are age appropriate. Here are some examples of some of the sensory stories we have studied: Harry Potter and Philosopher's stone, Boy, Tom's midnight garden and The Fellowship of the Ring. During our sensory story lessons, we developed key skills such as looking at images of main characters, activating sound effects via a switch, activating repetitive verses via a switch, actively exploring props, making choices, mark making and turn pages.



## Swimming

Within our sensory swimming lessons pupils are encouraged to build their confidence in the water, supported by our calm relaxing environment and support from familiar staff. Pupils are encouraged to be as independent as possible with the support of bouncy aids. During their sensory swimming lessons, they develop key skills such as floating on their front, floating on their back, moving their hands, splashing in the water, moving their legs in the water, kicking their legs and walking in the shallow end of the pool. Pupils also explore sensory items such as mirrors, noodle bridges, watering cans and tactile balls.



## World Arounds Us

Within our World Around lessons pupils focus on the following areas-

**Our body-** We learn about what the different parts of our body do, what we wear on different part of our body, what parts of our body are private and how are bodies change as we get older.

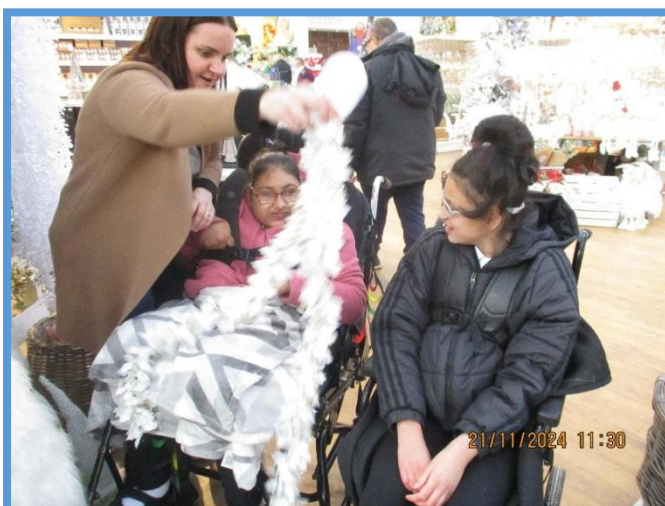
**Senses-** We explore our senses and share what taste, smells, sound and different textures we like.

**Healthy eating-** We explore what makes a healthy lifestyle.

**Different cultures and religions-** We learn about different religions and culture, and we celebrate key celebrations linked to different cultures and religions throughout the year.

**Trips-** We develop our awareness of the community when taking part in trips within our local and wider community.

**Switch progressions-** We experience activating a range of different stimuli and kitchen equipment via a switch and we begin to show anticipation and awareness of what will happen when we activate the switch.



## Assessment method

For pupils working between SPMLD 1- SPMLD 6 their progress will be assessed against the areas of engagement - exploration, realisation, anticipation, initiation and persistence.

- **Exploration** - What exploratory behaviours does the learner use when investigating the activity?
- **Realisation** - How does the learner demonstrate discovery skills within an activity?
- **Anticipation** - How does the learner demonstrate anticipation? Are they showing prediction because of previous knowledge?
- **Persistence** - How does the learner demonstrate continued effort within the activity.
- **Initiation** - How does the learner express their initiation (e.g. requesting the activity or doing something new in the activity)?

All observations in the pupils' scrapbooks are scored a mark out of 4 for each of the above areas and they are recorded on the grid shown below and pupils are given a mark out of 20.

Key for scoring levels of engagement	0	1	2	3	4	N
	No Focus/ Disengaged	Low and minimal levels – emerging / fleeting	Partly sustained	Mostly sustained	Fully sustained	Not related to the objective
Exploration						
Realisation						
Anticipation						
Persistence						
Initiation						
<b>TOTAL</b>						

## **Pre-Formal skills for the future**

These are the skills, support and opportunities pupils will access during their time at Sherbourne Fields, and these skills will be transferable skills which will support pupils beyond their time at Sherbourne Fields school.

### **Communication**

- Encouraging all pupils to have a voice and a way of expressing themselves.
- Communication through vocalisations.
- Communication through TOBI, support choice making.
- Communication through the use of switches to say key phrases.
- Commands such as more, please, go and yes please via switch.

### **School Community**

- To continue to develop social interactions/relationships between pre-formal and formal pupils.
- Shared reading, Buddying and Supported PE sessions.
- To explore the idea of building relationships with primary/secondary pre-formal and primary/secondary semi-formal.
- To access whole school events such as assemblies, sports day, whole school theme days.

### **Community**

- Visting the local community.
- Visiting the wider community shops - experience of shopping and exchanging one for one.
- Visiting and exploring social environments such as parks.
- Visits from outside agencies such as Soundabout and open theatre.
- Visit from the Welsh National Opera.
- Develop mutual respect through exploring different cultures and religions.

### **Life skills**

- We support pupils with developing skills to be able to feed themselves.
- Pupils are encouraged to practice rolling, stretching and lifting skills to support personal care.
- Pupils encouraged to support with stretching and rolling when dressing and undressing.
- Where appropriate pupils develop their weight bearing and pulling up skills so they can support with their transfers.
- Pupils use a wide range of equipment which supports their needs.
- Within pupil's cooking lessons they develop key skills such as pouring, mixing and chopping.

- Pupils are educated about healthy eating.

### **Transition**

- Pupils are supported with a transition to their new setting which they will receive after leaving Sherbourne Fields School.
- Meeting carried out to discuss the correct setting with parents.
- Staff from their new setting carry out visits to meet and get to know pupils.
- Transition visits are arranged for pupils, parents and teachers to visit their new setting.
- Parents and staff monitor pupil's engagement in their new setting.

During their time at Sherbourne Fields they will have the opportunity to...

Sports day

Swimming

Prom

Zip line

Country walk

Late night  
campfire

Collaborative  
project

Local  
community  
visit

Wider  
community  
visit

Whole day  
trip



## Post 16 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 child's attendance, behaviour, engagement and enjoyment. This will be discussed in their annual review each year. During their final annual review (which may be in Year 12, 13 or 14,) you as parents and your child's teacher, will discuss their next steps and the option that they feel will be most beneficial to your child.

Prior to your child turning 18 we advise that you make a referral for your child into Adult Social Care. The following destinations may be available to your child when they leave school. If they meet the criteria after assessment from adult social care. We advise that you go along to have a look around and see what you think of them, however this would need to be facilitated through an adult social worker. Your child may be visited at school by these providers to ensure they can meet your child's needs.

### **GOSFORD HUB**

Gosford Community Hub is a day service for adults with Profound, Multiple and Learning Disabilities (PMLD). Gosford Community Hub is near the City Centre, in the Stoke area.

Their goal is to provide a high standard of care for everyone who accesses the service, promoting dignity, respect, and independence. They offer a range of activities that cater to everyone's needs, at the Hub and out in the community.

Gosford Community Hub supports people who attend with all aspects of their care, whether this be support around dysphagia, PEG feeding, personal care, thickened drinks, medication, or participation in all activities throughout the day.

The aim to promote peoples' independence wherever possible, giving them an active role in the support provided. Staff plan and run activities throughout the day in small groups, both in the Hub and the community.

The Team creates meaningful and memorable days whilst providing a fun, happy, and safe environment

## YOUNITY

Located on the west side of Coventry, Younity Hub@Wilfred Spencer Center offers a day opportunity service for adults with learning disabilities.

Adults can discover their strengths with the support of the hub staff. The hub can also help adults achieve their goals by doing everyday activities at Younity Hub or linking with the local community. A fantastic range of activities are on offer that encourages opportunities for independence, choice, dignity, and respect. The Younity Hub will support a young person's transition. Our caring and confident staff will build your support plan with you.

The Younity Hub values:

- Connecting younger adults (18+)
- Making friends
- Working in small groups
- Connecting with the local community
- Attending events and outings
- Getting to know you
- Fitness and health
- Having caring and supportive staff
- Understanding young adults
- Teaching new life skills
- Empowering individuals

**\*\* Please note that there may be other options available through adult social care that you will be able to discuss with your social worker\*\***

## COMMON QUESTIONS AND ANSWERS

We will endeavour to provide you with a curriculum tailored to your interests and abilities, which will provide you with 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?

How do I find out more about each subject?

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