

Upper Department Durants School

Parents/ Carers of Year 12, 13 + 14 Students

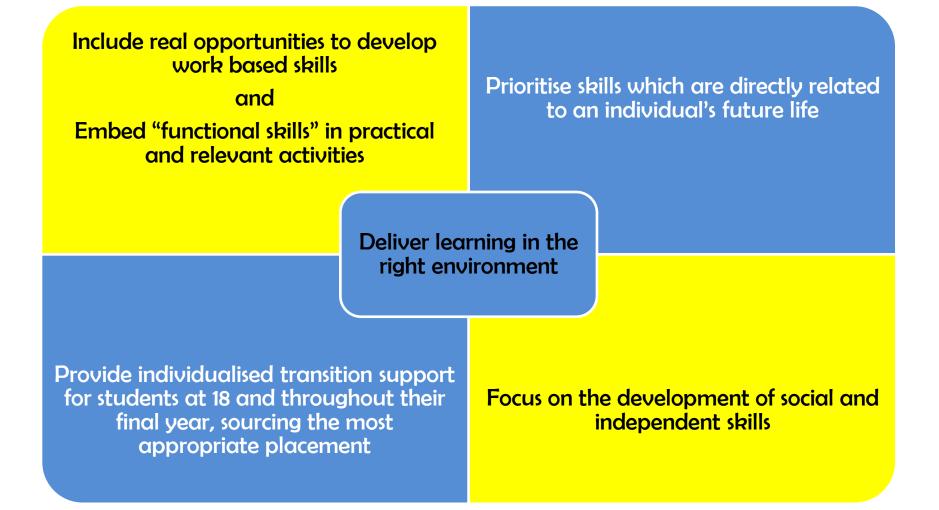
Overall Philosophy

Curriculum – Overall Philosophy

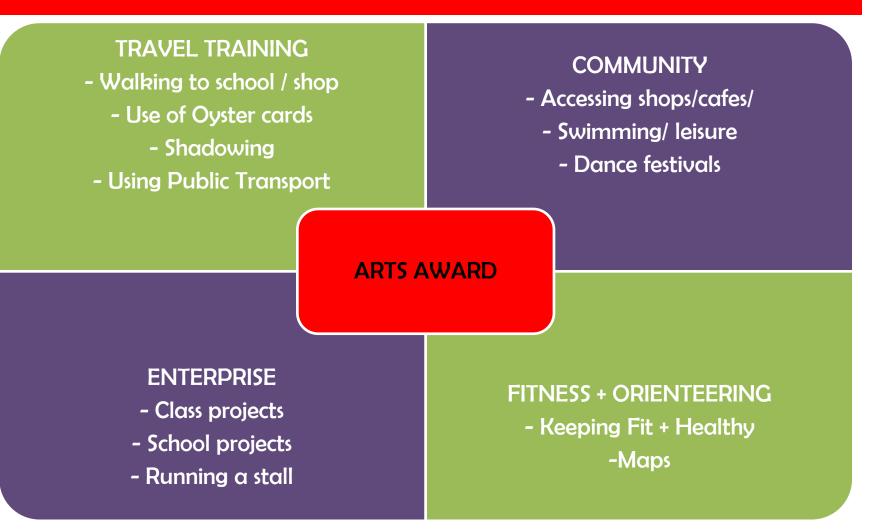
Curriculum – 3 Year Cycle

Home Skills





Durants Post 16 Curriculum - OPTIONS



Independent Learners

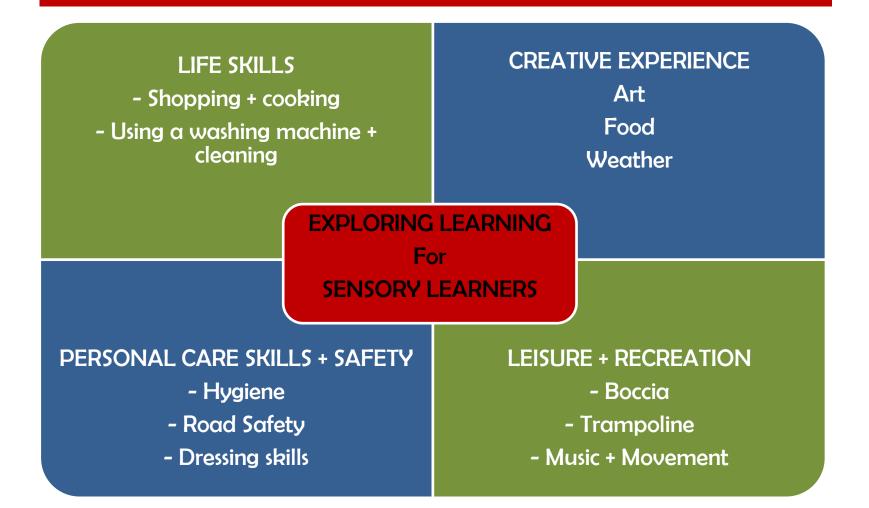
AQA Awards in English + Mathematics at Entry Level 1/2 **Experiential Learners**

AQA Awards in English + Mathematics at Pre-Entry + Entry Level 1

CORE SKILLS For ALL LEARNERS

Sensory Learners

AQA Awards in English + Mathematics at Pre-Entry Level All students develop English + Mathematics skills to support achievement of their learning goals and career aims



HEALTHY LIVING

- Cooking

- Science related activities

WORK RELATED LEARNING

- Enterprise
- Work Experience

VOCATIONAL STUDIES For EXPERIENTIAL LEARNERS

DAILY LIVING SKILLS

- Hygiene

- Recycling
- Reading for daily living
 - Ironing

TIME +MONEY SKILLS

- Maths in Everyday Life
 - Calendars + Time
- Recognising + using Money

INDEPENDENT LIVING SKILLS

- Money Management
 - Citizenship
 - Hygiene

FUNCTIONAL LITERACY , NUMERACY + ICT

- Literacy skills for life
- Money Management

FOUNDATION STUDIES

For INDEPENDENT LEARNERS

SOCIAL COMMUNICATION SKILLS

- Giving talks
- Interview techniques

WORK RELATED LEARNING - Enterprise

- Work Experience

3 Year Curriculum

- Each student will complete specific AQA units from the Options Areas (not necessarily in each area)
- Each student will achieve AQA units in Core Skills according to their type of learning: Sensory, Experiential or Independent Learners
- Each student will follow either the 'Explore Learning Course(EL)', 'Vocational Studies Course'(VS), or 'Foundation Studies Course' (FS)
- Some students may complete units in either 'EL or VS, or VS and FS courses.

Curriculum – 3 Year Cycle – an example

	OF				
	ARTS AWARDS	ENTERPRISE	COMMUNITY	TRAVEL TRAINING	FITNESS + ORIENTEERING
YEAR 1		CLASS PROJECT : Cleaning the outside of a car (75046) Running a mini enterprise making and selling cakes (72009)	 Using a Café (74849) Visiting a cafe with support (91369) Community Living (Unit 1) 71325 Taking part in a woodland walk (73662) Making Picnic foods with support (74625) 	 Using a street plan (91775) Crossing a road with physical prompts (91078) Out + About in the Community (87088) 	 Taking part in fitness related activities (71842) Orienteering using Photos (73891) Introduction to orienteering (71861)
YEAR 2		SCHOOL PROJECT: Participating in a fundraising activity (91017) School based mini- enterprise (80569) Helping to make cakes (93766)	 Basic Community Awareness with Assistance 74261 Recognising Social Signs in the Community (89181) Expressing personal likes + dislikes (86899) 	 Road Safety in the Community (74279) Road safety in the community with support (74208) Using maps and timetables to plan a journey (72829) 	 Keeping fit and healthy (90328) Orienteering (85644)(Pre-entry) Introduction to map skills (85995)
YEAR 3		RUN YOUR OWN STALL: Introduction to fundraising (CE1744) Taking part in a gardening enterprise (81474) 	 Shopping in a supermarket (75440) Out + About in the Community (Unit 1) – 87088 Shopping with Support (80095) LEAVERS: Preparing for Transition – Post 19 (91220) 	 Basic road safety(NT795) Travel Training (88446) Planning a Day's Visit to London with Assistance (74214) Preparing Info for a day in London – 72255 Using Maps + Timetables to plan a journey – 91004 	 Keeping fit and healthy (90329) Introduction to orienteering (unit 1)(75954) Study of Local Area (86112)

Life Skills at Home

- To encourage independence in everyday functional Life Skills
- To initially prompt a task, but gradually encourage the young person to complete the task as independently as possible. (e.g. what do you do after you have finished eating? – 'take your plate to the kitchen'
- Developing skills so they can be transferred between home + school and vica-versa

Life Skills at Home: an example

LIFE SKILLS CURRICULUM - 1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6			
Take cup/plate									
to sink									
Wipe the table									
Make their own									
juice/water									
Wash their									
hands									
Clean teeth									
Wash their face									
Flush the toilet									

Transition - 1

- Transition can be quite a complicated and challenging time with lots of tasks for parents, school, as well as for the students at Durants there are many aspects that have to be considered, so that each student has the opportunity for personalisation according to their individual educational, sensory and environmental needs
- It is really important that you are aware of the procedures that are followed at each stage for your child.
- For example: When the young person has turned 17 a Care Coordinator from the Integrated Learning Disabilities Team is named to each student + invited to annual reviews. They will come to your home to visit you to help assess the needs of your child. A 'Moving On' assessment is completed in conjunction with school and Children's Services and the Care Coordinator will write a 'Support Plan'.
- In the six months before your child turns 18, it is especially important that you try to visit a range of
 placements for respite / day provision for after their 18th birthday, as this changes as soon as they turn 18.
 Similarly, any health care professionals your child may have can also change. Nevertheless, your named
 person from the Adult Learning Team should be able to guide you through these steps.
- Many students get very stressed and anxious by these changes and it is vital that as much time is given to prepare them with visits, social stories and time to talk things through in a supported environment. Some may even require additional therapy support at school to help them prepare for the changes that will inevitably take place.
- Finally, if you are thinking of a College placement, please be aware that most of the courses run for four days only, not five as with school, so additional arrangements will need to be made for that one day, it makes good sense to have these arrangements already in place before the young person leaves school.
- In order to try to simplify these areas we have developed information for teachers and parents, so that everyone has an understanding of the processes involved in transition for students who leave Durants so they will be ready to begin their new challenges in adulthood.

Transition - 2

•Care Coordinator from Integrated Learning Disabilities Team named to each student + invited to annual review •Complete Moving On assessment for Cheviots •LAC students referred to 'Leaving Care Team' •Careers observe specific students, + attend review, as appropriate •Parents attend Enfield Annual 'Moving – On'

Event

•Parents attend Durants Annual Transition Event

•Care Coordinator from Integrated Learning Disabilities Team invited to Annual Review •Careers observe specific students, conduct individual interview + attend review, as appropriate •LAC students 'Leaving Care Team' attend annual review •Parents attend Enfield Annual 'Moving – On'

Event •Parents attend Durants Annual Transition Event

Year 14 review in October/November
Care Coordinator from Integrated Learning Disabilities Team invited to Annual Review
Key Worker from Post 19 placement invited to Annual review (if known)
Careers observe specific students + attend review, as appropriate
Meetings arranged throughout the year, as required, for a smooth transition

AGE 17

•Parents made aware that Cheviots + any Child services respite will finish on 18th Birthday

•Health care changes to be completed before student is 18

•Potential placements visited – applications made

Moving on assessment completed

•Special arrangements for LAC students

AGE 18

•Resource Allocation System (RAS) form to be completed for funding (Social Services) •Individualised Budget needs to have been approved by panel

•Placements investigated

•18+ respite care in place

•Revise placement for LAC students if necessary

CLASS TEACHER:

Personalise placements checklist
Ensure 'Moving On' assessment completed
Contact with student's allocated worker/ especially for any LAC students

CLASS TEACHER: •Ensure placements checklist completed and decisions made •Healthcare / respite changes implemented •Any funding issues addressed •Arrange any LAC or other

AGE 19

•Post 19 Placement completed

·Individualised Transition Plan fully

implemented

•Transition meetings (with parents) to take place in Spring + Summer terms to ensure smooth Transition

CLASS TEACHER:

transition placements

•Arrange staff transition support for individual placements •Regular meetings with placement providers/ allocated worker + parents involved •Transition programme developed for future placement