



Upper Department Durants School

Parents/ Carers of Year 12, 13 +
14 Students

Overall Philosophy

- Curriculum – Overall Philosophy
- Curriculum – 3 Year Cycle
- Home Skills
- Transition

Durants Post 16 Curriculum

Include real opportunities to develop work based skills

and

Embed “functional skills” in practical and relevant activities

Prioritise skills which are directly related to an individual’s future life

Deliver learning in the right environment

Provide individualised transition support for students at 18 and throughout their final year, sourcing the most appropriate placement

Focus on the development of social and independent skills

Durants Post 16 Curriculum - OPTIONS

TRAVEL TRAINING

- Walking to school / shop
- Use of Oyster cards
 - Shadowing
- Using Public Transport

COMMUNITY

- Accessing shops/cafes/
- Swimming/ leisure
- Dance festivals

ARTS AWARD

ENTERPRISE

- Class projects
- School projects
- Running a stall

FITNESS + ORIENTEERING

- Keeping Fit + Healthy
- Maps

Durants Post 16 Curriculum

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

Durants Post 16 Curriculum

LIFE SKILLS

- Shopping + cooking
- Using a washing machine + cleaning

CREATIVE EXPERIENCE

Art
Food
Weather

EXPLORING LEARNING For SENSORY LEARNERS

PERSONAL CARE SKILLS + SAFETY

- Hygiene
- Road Safety
- Dressing skills

LEISURE + RECREATION

- Boccia
- Trampoline
- Music + Movement

Durants Post 16 Curriculum

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

Durants Post 16 Curriculum

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

	OPTIONS (for everyone to choose appropriate for their students)				
	ARTS AWARDS	ENTERPRISE	COMMUNITY	TRAVEL TRAINING	FITNESS + ORIENTEERING
YEAR 1		CLASS PROJECT : <ul style="list-style-type: none"> Cleaning the outside of a car (75046) Running a mini enterprise making and selling cakes (72009) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Using a street plan (91775) Crossing a road with physical prompts (91078) Out + About in the Community (87088) 	<ul style="list-style-type: none"> Taking part in fitness related activities (71842) Orienteering using Photos (73891) Introduction to orienteering (71861)
YEAR 2		SCHOOL PROJECT: <ul style="list-style-type: none"> Participating in a fundraising activity (91017) School based mini-enterprise (80569) Helping to make cakes (93766) 	<ul style="list-style-type: none"> Basic Community Awareness with Assistance – 74261 Recognising Social Signs in the Community (89181) Expressing personal likes + dislikes (86899) 	<ul style="list-style-type: none"> Road Safety in the Community (74279) Road safety in the community with support (74208) Using maps and timetables to plan a journey (72829) 	<ul style="list-style-type: none"> Keeping fit and healthy (90328) Orienteering (85644)(Pre-entry) Introduction to map skills (85995)
YEAR 3		RUN YOUR OWN STALL: <ul style="list-style-type: none"> Introduction to fundraising (CE1744) Taking part in a gardening enterprise (81474) 	<ul style="list-style-type: none"> Shopping in a supermarket (75440) Out + About in the Community (Unit 1) – 87088 Shopping with Support (80095) LEAVERS: Preparing for Transition – Post 19 (91220) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

- 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:**
- 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 transition placements

- CLASS TEACHER:**
- Arrange staff transition support for individual placements
- Regular meetings with placement providers/ allocated worker + parents involved
- Transition programme developed for future placement