



Post 16 Curriculum

Introduction.

At Greenside we offer all students a 'bespoke' curriculum. We look at the needs of every individual and strive to meet those needs. The curriculum is adapted to meet the needs of all students.

Our Curriculum reflects the changes and transitions our young people begin to experience from 16 to 19 and beyond.

We have built our Curriculum around the learning and transition needs of our young people in order to facilitate a smooth transition process that not only provides the necessary skills but ensures the wellbeing of our students. We aim to help each student to become as independent as possible in order to make the most of life after school, ready to take on life's challenges.

We offer a 3 year curriculum cycle, covering year 12 to year 14 which is flexible to respond to new needs and experience over time. The final year of work is adapted to the needs of the leavers.



The post 16 curriculum is flexible and reflects the age, interests and learning styles of each student. Students use the Equals 'Moving On' curriculum.

Functional skills are taught as both discrete subjects and embedded in the curriculum.

Students work on specific areas of study including World and Vocational Studies and Independent Living. This is supplemented with relevant units from the curriculum areas provided by the ASDAN Lifeskills Challenge course of study.

These make up an eLearning resource with a focus on personalised learning and progression. It allows staff to personalise the learners' curriculum and meet their individual needs. It helps to ensure that we meet the requirements of the Children and Families Bill and embed the new SEND Code of Practice. Teachers and students are able to choose from a bank of on-line challenges that recognise learners' progress in curriculum areas that are important for success in adult life.

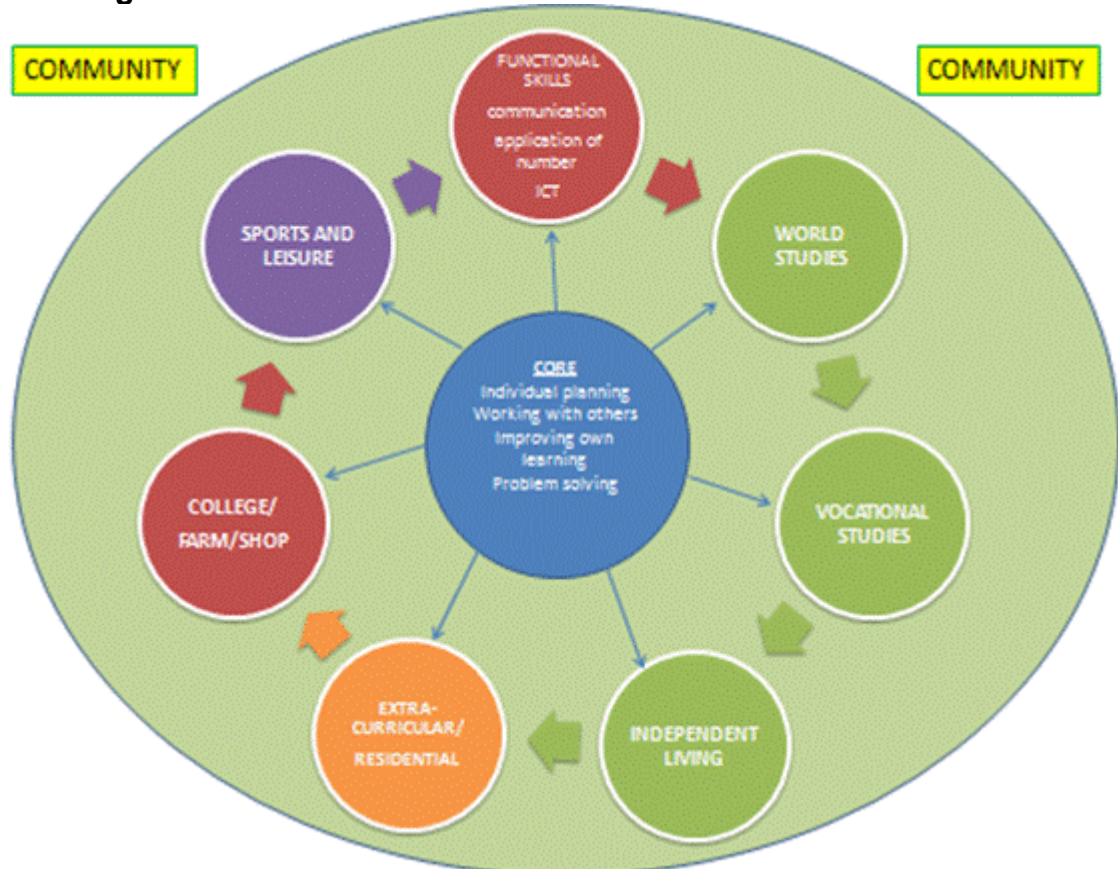
Lifeskills Challenge also comes with ASDAN certification which provides recognition for all of these small steps of achievement which are completed by an individual learner in an academic year.

The challenges are designed to structure learning and demonstrate achievement in a range of curriculum areas. Learners work through their chosen challenges and collect evidence of their achievements in a portfolio.

Students are able to claim their certification from ASDAN to reward their achievements at the end of each academic year. There is also the option of downloading a statement of achievement after each completed challenge; this can be used to give more immediate recognition, motivate learners and demonstrate progress to parents and carers.

Courses are aimed at maximising skills bases and learning experiences. The value of the post 16 department not only lies in the richness of the curriculum, but also in the development of social skills with other students and staff; community based opportunities such as work experience and collaborative learning experiences, college and inclusion, the Greenside Studio, enterprise projects and careers development and many more opportunities.

Learning in Post 16.



The diagram shows the areas of learning available to the students. At the core of the curriculum we look at the individual needs of the students and plan their learning around these needs. Central to all learning are the key skills as shown in the core. These key skills are embedded throughout the subject areas.

Individual planning at the core also takes into consideration the functional skills of Communication, Application of number and ICT. These will be taught as separate units of work which will be formatively assessed, but will also be embedded throughout the subject areas.

The green circles indicate the Equals 'Moving on' areas of learning. The content includes:

World Studies:-

- Science
- Technology
- Creativity,
- Religion
- Foreign cultures

Independent living:

- Personal, Social and Health Education (PSHE)
- Citizenship
- Leisure and recreation
- Daily Living Skills

Vocational Studies:-

- Work skills;
- Careers Education
- Guidance/Post School Planning

'Moving On' also supports our Foundation Learning programme in that it is based on:-

- Personal development,
- Functional skills,
- Independent living skills,
- World studies
- Vocational/work skills alongside the core competencies for Learning.

Functional Skills:-

- Time – 24hr clock, timetables, calendars and diaries
- Money – recognising notes and coins, paying for items, checking change, budgeting, bank accounts, ATMs, Independent living costs
- Measurements, shapes and signs
- Filling in forms, asking for help, making telephone calls/ appointments, reading social signs and text within the environment.



Personal and Social Development

Our students greatly benefit from communication and social experiences in;

- Developing communication
- Developing social skills
- Daily living skills – meal making, balanced diet
- Community and travel skills
- Outdoor learning
- Relationship and Sex Education and Personal Safety.

Accreditation

All students at Post 16 undertake “LifeSkills Challenges” which are accredited by ASDAN. Students will also have opportunities to participate in creative arts which are externally accredited by Corali in association with the Laban Dance centre.

Creativity

The creative arts provide opportunities to students to expressive themselves; to interact, to learn new skills, to promote their physical development, to problem solve, to gain greater confidence and to an a sense of achievement, satisfaction and enjoyment.

Greenside works in partnership with 2 dance companies (Coral and Act One Arts Base); creative specialists in aspects such as art; photography and ceramics as well as a music teacher and music therapist.



Vocational Skills

Our vocational skills programme includes;

- Work preparation, -e.g. school office
- Careers education
- External work experience
- Work enterprises – horticulture, shop and allotment
- Individual work projects – cleaning in mainstream school, Church farm, Mudlarks, The Greenside greenhouse and allotment as well as The Greenside Studio.

Work-Related Learning

Work-related opportunities may involve having jobs or responsibilities in the school environment.

Students for whom work is a possible future option, will be involved in discussions about the sort of work experience they would like to have, through to contacting and meeting an employer, completing the work experience and evaluating how it went.

Examples of work related learning which have taken place in school involve a young man working in the school's office, a student helping the caretaker and other young people working in the Greenside Studio, Church Farm, Mudlarks and on the school's allotment.

Extended work-experience opportunities are provided for some students at local businesses.

Greenside Studio

Greenside has established a teaching based in the heart of the local community.

A 'living classroom', this local shop premises provides young people who have severe or profound learning difficulties with opportunities to undertake work related learning, including vocational courses designed to develop communication, social-interaction and independence skills.

The Greenside Studio is open through the year, including Saturdays and is based at The Hyde Shopping Centre, which is only a short walk away from Greenside School in Stevenage.



The Greenside Studio offers 6 main learning opportunities:

- **Retail:** - Through the selling of loose sweets (offering opportunities to develop practical measuring skills), greeting cards, gifts and crafts.
- **Creative arts and crafts:** - Through the design, manufacture and packaging of products (including greeting cards, gifts and crafts).
- **Extended work experience:** – The Studio is used as a base from which work experience placements in neighbouring shops can be supported by staff from Greenside School.
- **Travel training:** - The studio is used as a base from which young people are able to learn how to travel within the local community.
- **Ceramics and pottery:** - This has a dual purpose: to support the development of ceramic and pottery skills, as well as offering opportunities for young people with special needs to work alongside and support members of the public who wish use the studio.
- **Cookery and self-help skills:** - The resource features a kitchen diner, which the young people use to develop self-help and independence skills.

At 'The Greenside Studio' young people:

- Learn skills to enable them to gain some form of employment, suited to their interests, skills and experience;
- Develop interpersonal and communication skills through working with members of the public; they will gain greater confidence and further their self-esteem.
- Gain certificated qualifications in vocational skills.
- Transform expectations, their own, those of their family and those of the general public.
- Provide opportunities for progression to pursue employment that reflects their interests, skills and ambitions.

Sports and Leisure

Greenside School is committed to encouraging young people to adopt a healthy lifestyle. Education on healthy lifestyles and Relationships and Sex Education is included in our PSD and Citizenship Programme.

Students are encouraged to choose and experience a wide range of sports and leisure options. The importance of a range of interests is recognised as it develops the skills needed to independently and actively use your own leisure time when students leave school.

A wide range of community based facilities are used including: pubic swimming pools, sport and leisure centres, golf ranges and gyms.

Our leisure and sport options include: -

Football, Drama, Walking, Dance, Physical Education, Gymnastics, Art Rebound Therapy, ICT Gardening Design Technology Music, Outdoor Pursuits and Adventure club.



