

Curnow School

Post 16 Offer



This booklet is intended to help parents and carers understand what we aim to achieve in the Post 16 provision at our school.

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Our School

Welcome to Curnow School.

We are a special school with a primary site in Illogan and a secondary site in Redruth for pupils aged 2-19.

Our school is a member of the Special Partnership Trust (SPT).

This booklet is an introduction to our Post 16 provision and will provide you with the information you need in relation to our Post 16 offer.



If you would like any further information please visit our school web site
www.curnow.cornwall.sch.uk

Families are welcome to come and visit school. Please make an appointment by contacting the school and talking to our home-school liaison, Mel Clarke who can be contacted on mclarke@curnowschool.org.uk or by calling the school on 01209 215432

Our Post 16 Provision

Most young people who join our Post 16 provision have moved through the school and for them, this forms the last part of their educational journey at Curnow School before taking their next steps in education, training or employment. However, we do offer places to young people outside of Curnow School if the provision is felt to be right for their continued development, progress and preparation for adulthood. The Local Authority will name our school in your child's Education, Health and Care Plan.

- We hold events throughout the year to showcase our offer, which both parents and students can attend to get an idea of the provision and meet key people within the team.
- We are able to offer visits if the young person/parents would like to see what goes on during the school day within our Post 16 provision.
- We will work closely with your child's current school if they are moving from another school within the Trust or from a school outside of the Trust, to ensure we can build upon their learning and current progress.
- We have strong links between our Key Stage 4 and Post 16 classes to ensure that our curriculum is preparing young people well for what they will be learning within our Post 16 offer.
- We have bespoke learning pathways to maximise personalised learning opportunities.
- We work closely with all the different Post 19 providers to ensure that our students are ready and prepared for their next step in education, training or employment.

We are always happy to answer any questions you may have in regard to your child's placement at Curnow school. Please speak to Mel Clarke, Family Liaison Officer on 01209 215432.

The Core Areas of the Post 16 Curriculum

These core areas of the curriculum support the continued development of some students' Maths and English skills, with the focus on the application and use of these skills within functional and practical contexts and settings. It is imperative that students are able to use and apply the skills learnt within everyday living activities beyond the classroom setting.

Functional Maths

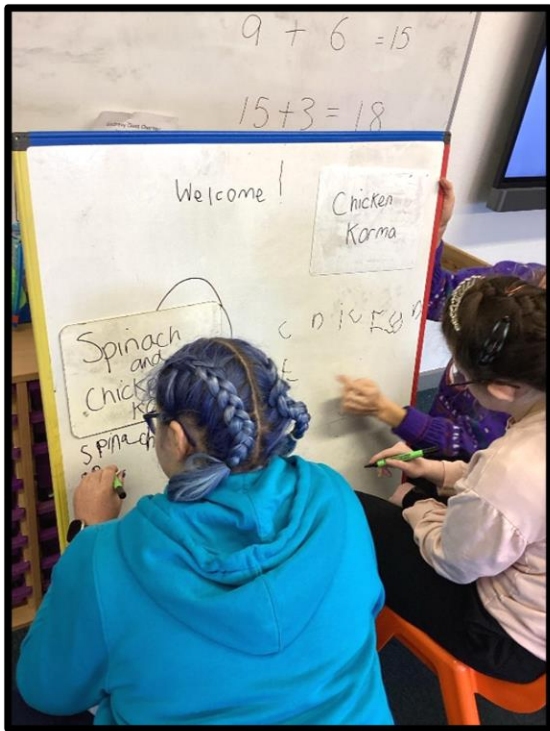
This section of the curriculum is broken down into the following areas –*Number, Measure, Shape and Space and Handling Data with a focus on Financial Literacy*. For some learners, Maths also focuses on *Sense and Experience of Time; Quantity; Difference; Rhythm; Shape; Space; Possession and Sequence*.



This area will be a major focus for some of our students, supported through starter activities within class before real world application. Students will focus on consolidating existing knowledge alongside learning new skills that will be practised, used, and applied throughout the rest of the school week within practical and functional learning sessions. Maths is used within all areas of the curriculum and opportunities outside of the classroom, such as using money when shopping, measurement when working in the school garden, or running our Curnow Lite Lunch café service.

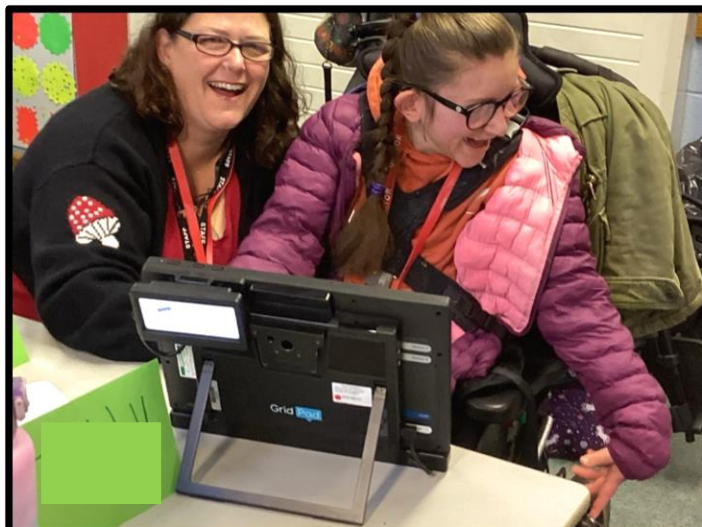
Functional English

This section of the curriculum is broken down into the following areas– *Speaking and Listening (inc. Communication)*, *Reading (inc. Reading to Inform & Reading for Pleasure)* and *Writing (inc. Fine Motor Functionality)*.



Maths and English is also supported by a range of short class-based starter sessions, as well as woven throughout the day via our preparing for adulthood curriculum areas. It is important that students can use their writing or reading skills within activities that will be meaningful within their adult life, such as writing a shopping list (this could be with pictures or symbols), reading a recipe, or set of simple instructions to complete a task.

We continue to use a variety of therapist approved communication approaches that support students to use their preferred method of communication such as PECS, Makaton, Objects of Reference or use of an AAC device. It is important that every pupil has a voice and can express clear preferences, likes, dislikes and initiate and participate in conversations to share their experiences and interests.



Preparing for Adulthood - Areas of our Curriculum

The Preparing for Adulthood Curriculum is made up of three strands: Work Related Learning, Independent Living and Life Skills and Health, Wellbeing and Relationships. These three strands build on previous learning and look to further promote independence and the development of functional key skills through the practical application within different contexts and environments.

Work Related Learning (Inc. work experience, careers education, information advice and guidance)

This section of the curriculum is broken down into the following areas:

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| 1. World of Work |
| 2. Business and Enterprise |
| 3. Skills for Work |
| 4. Safety at Work |
| 5. My World of Work Experience |



Teaching activities in this area provides young people with the opportunities to learn about and experience the world of work, exploring potential opportunities for life after Post 16. It presents opportunities to encounter and experience different jobs and tasks whilst providing students with time to make decisions and show preferences about their likes and dislikes. Over time this provides a clearer picture of their skillsets, independence levels and interests within the world of work. We also realise that some of our pupils will not access formal work placements so we take steps to adapt our curriculum to focus on developing key skills such as engagement, communication and choice-making providing sensory based opportunities to experience different professions.

Independent Living and Life Skills

This section of the curriculum is broken down into the following areas:

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| 1. Looking after the Home |
| 2. Looking after the Outside |
| 3. Preparing and Cooking Food and Drinks |
| 4. Independence While Traveling |
| 5. Using Local Services |



Our teaching activities focus on supporting and developing each student's independence and life skills at a level that is meaningful and purposeful to them. This could include completing household chores, being able to make clear choices and show preferences or being able to travel more independently within their local community.



Links to scientific topics such as horticulture, food groups, identifying and classifying are woven throughout this area of our curriculum. Sensory exploration also has vital links to the development of skills in other areas such as textural and food tolerances.

Health, Wellbeing and Relationships

This section of the curriculum is broken down into the following areas:

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| 1. Keeping Ourselves Healthy |
| 2. Keeping Ourselves Safe |
| 3. Exploring Personal Interests |
| 4. PSHE and Engagement |
| 5. Social, Moral, Spiritual and Cultural Development |



These areas focus on both physical and mental health, understanding relationships and the potential dangers we may face as young adults. It also includes the development and focus on individuals' interests, ensuring that these are supported and encouraged. Included in this area of the curriculum is Art, Design, Music and Computing including the appropriate use of technology. We look at religion, culture and lifestyles of other people and communities around the world through our SMSC development area. This is a key area supporting our pupils into adult life on how to be healthy, safe and lead a positive and fulfilled life beyond Post 16.

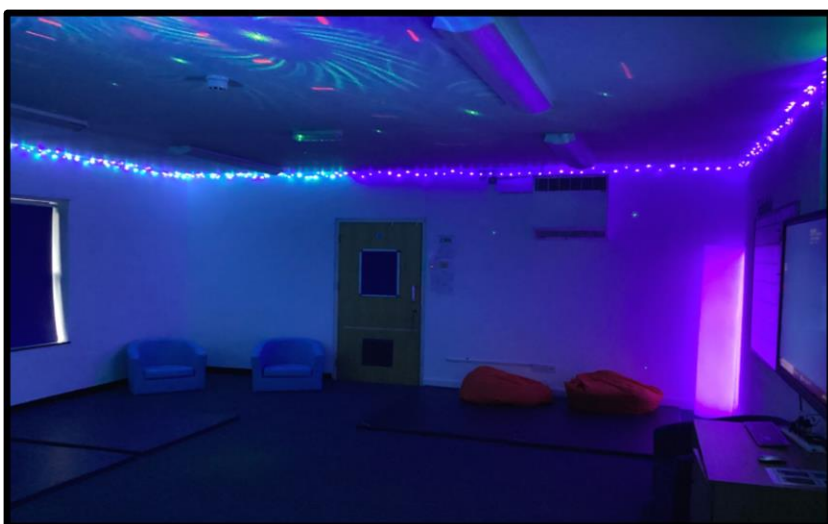
Community Inclusion

It is imperative that learning happens outside of the classroom in Post 16 and focus is given to the transference of functional skills to use within our wider world and community. We have developed working partnerships with the local clubs, colleges and Post 19 providers to support these vital transitions. We are always looking to extend the opportunities and experiences for the young people in Post 16 through links to local businesses and services, ensuring we become a more visible part of our local communities.

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Our Learning Environments

It is important that the teaching environments within Post 16 are different from the rest of the school and more functional to support our aims of preparing students for adult life. We have a teaching kitchen and teaching classrooms that lead directly to our outside learning environments, which include space for horticulture and gardening projects. We have accessible planters to grow our own vegetables to cook alongside a sensory herb garden for students to experience. We also have a fully functional well-being suite with hoist to meet the therapy needs of all our Post 16 students.



Our Learning Pathways

As a Trust we have a universal set of pathways for our learners in all schools. We have four pathways which students can access. Each pathway outlines the pedagogy and content of the offer. Each school will be unique in terms of its cohorts of learners and therefore use of pathways; **at Curnow** we predominantly use Pathways 1-3. Movement across pathways is possible and provision and the offer will be regularly reviewed to ensure students have access to the best possible personalised learning programme for them.

| Pathway 1 Therapeutic | Pathway 2 Independence | Pathway 3 Pre-vocational | Pathway 4 Vocational |
|---|--|---|--|
| Equity of offer with an enhanced focus on health and wellbeing and independence to ensure that they have meaning, purpose and enjoyment in adult life. Participation and involvement in the school and their local community. | Equity of offer with an enhanced focus on independent living and life skills and health and wellbeing to ensure students are equipped for their life as adults and that they are as involved as possible in their local communities. | Equity of offer with an equal focus on all strands to ensure students have the skills and knowledge to lead healthy, purposeful and as independent lives as possible and to contribute to their local communities through paid or voluntary work. | Equity of offer with a heightened focus on employment and work-related learning to prepare for meaningful employment, internship, or apprenticeship. Maintaining personal health and wellbeing whilst focusing on health and safety in work. |
| Curriculum Offer  <small>■ HWB ■ WRL ■ ILS</small> | Curriculum Offer  <small>■ HWB ■ WRL ■ ILS</small> | Curriculum Offer  <small>■ HWB ■ WRL ■ ILS</small> | Curriculum Offer  <small>■ HWB ■ WRL ■ ILS</small> |
| ◄ COMMUNITY INCLUSION ► | ◄ COMMUNITY INCLUSION ► | ◄ COMMUNITY INCLUSION ► | ◄ COMMUNITY INCLUSION ► |
| ACCREDITATION/QUALIFICATION PATHWAYS | | | |
| Pathway 1 Therapeutic | Pathway 2 Independence | Pathway 3 Pre-vocational | Pathway 4 Vocational |
| ❖ ASDAN PP Continuum 1-5 | ❖ ASDAN PP Continuum 5-10 | ❖ ASDAN PP & ASDAN PSD | ❖ ASDAN PSD |

Accreditation

As can be seen in our pathway information above, we use ASDAN Personal Progress (PP) and Personal and Social Development (PSD) for accreditation in Post 16.

CV's

All of our Post 16 students have detailed CV's that capture their individual needs, personality, achievements, experiences and goals. These comprehensive documents are produced in collaboration with parents and other professionals, to ensure a full and holistic picture of each individual student is captured and available to share with others as they reach adulthood. Some of our students also choose to create their own learning journal scrap books to capture the things they are most proud of during their time in Post 16.

Working in Partnership with Parents and Carers

Our partnership with you and your family is vital in allowing us to secure the very best outcomes for your young person while they are in our school. Communication is key and we will ensure that you know what we have been learning each day and respect your wishes to provide any other information that is important to you, for example, information about wellbeing, personal care needs and behaviour throughout the day. We use a range of communication tools, such as home school journals and online apps such as Class Do-Jo.

Throughout the year we will invite you into school for specific events and coffee mornings where you can find out more information and seek advice and guidance about post school options from a variety of key professionals across the adult sector.

You will be invited to termly parent progress meetings and these meetings will also be an opportunity to support us in setting challenging and appropriate targets. Your input into the Education, Health and Care Plan meeting is vital in ensuring that the plan continues to accurately reflect strengths, areas of needs and to set targets that will guide us in providing the best quality educational experience.

Key Staff and Contact Details



Rob Armstrong
Headteacher

rarmstrong@curnowschool.org



Mel Clarke
Family Liaison

mclarke@curnowschool.org.uk



Dee Dockery
Post 16 Lead

ddockery@curnowschool.org.uk

Curnow Upper School
Drump Road
Redruth
TR15 1LU
01209 215432

