

Five Acre Wood – Sixth Form

Functional Phase

Five Acre Wood's Sixth Form provision is predominantly within the Functional Learning Approach based at our satellite site at The Holmesdale School in Snodland. One class remains on the main Five Acre Wood site. The Sixth Form caters for students with moderate, severe and complex learning difficulties. Students with profound and multiple learning difficulties remain at the main site learning through the Sensory Learning Approach.

Students are no longer subject to the expectations of the National Curriculum but they continue to focus on a broad range of subjects including the core subjects of English, Maths, ICT, Personal and Social Development; key skills areas, Employability and Vocational pathways. This is to ensure that our students leave school at 19 years of age being as independent as possible in order to move on to the next stage of their life. Activities in the Functional Learning Approach therefore reflect the age and changing needs of our students. This means that the curriculum is based on the teaching of functional skills with the aim of students being able to generalise and apply these in as many everyday contexts and in as many practical ways within the community as possible.

The experience of being on a mainstream school site enables Five Acre Wood students to participate in a wider school community. The provision also enables Five Acre Wood students to access a wider range of resources, build friendships and take part in a range of activities alongside their mainstream peers. This experience has a very positive impact on the confidence and independence of our young people.

AIMS:

To develop and nurture independence, confidence and self-esteem

- by building on and generalising skills
- by developing new skills, knowledge and understanding to enable them to become as independent as possible
- by enabling students to make choices and decisions
- by developing personal organisation skills
- by recognising and respecting students hopes, dreams and aspirations
- by building successful relationships with others
- by working towards and gaining recognised qualifications and accredited awards
- by being involved in planning for adulthood, having a voice and developing self-advocacy skills
- by being encouraged to consider personal safety
- by planning individualised pathways and targets to support a student's interests, work options and individual needs
- by having fun and enjoyment through the activities they participate in

In order to

Prepare students for Post 19 placements and life beyond school

In short, we aim for students to become successful learners, confident individuals, responsible citizens and an effective contributors.

Students belong to mixed age/ability tutor groups but timetables are tailored to meet the needs of the individuals within them. Therefore for lessons such as functional skills students are taught according to ability.

Personalised learning is at the heart of the curriculum therefore; curriculum planning is shaped around the students' individual needs. Parents are partners in their young person's education and have opportunities to help their young person learn at home, supported by the school.

**FIVE ACRE WOOD
SIXTH FORM CURRICULUM**

Skills for Life and Learning

Functional English, Maths, ICT
Key Skills,
Personal Progress Units,
Food Technology

Personal & Social Development

Citizenship,
Health & Well-being,
PSD Qualification,
Online Safety,
Enrichment

Vocational Studies

Employability,
BTEC qualifications,
Work experience,
Work placements,
Community links

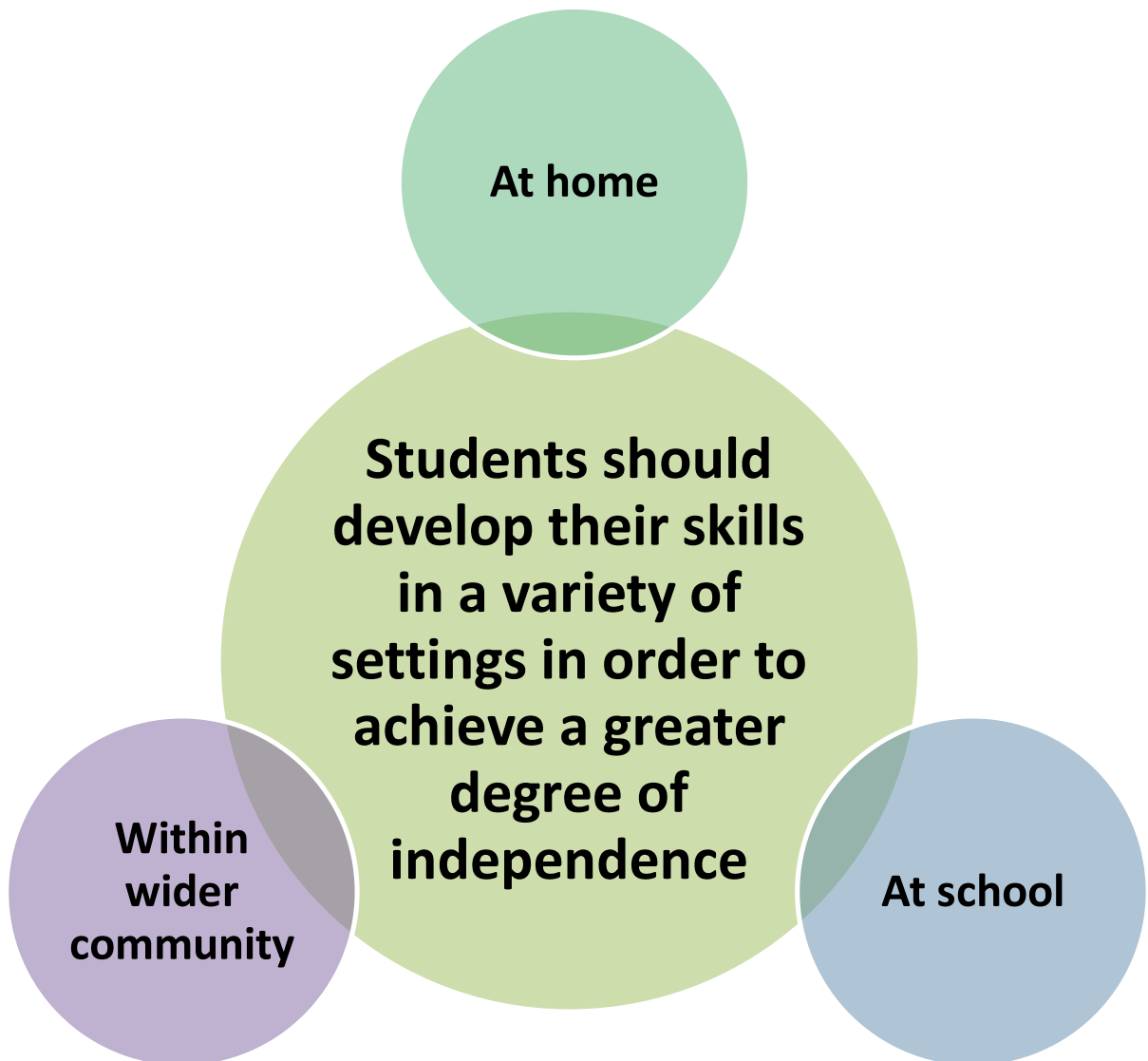
Options

AQA Unit Award Scheme;
Duke of Edinburgh Award

Sport, Physical Activity & Leisure

Fundamental Movement
Swimming
BTEC qualification
AQA Units

**CURRICULUM AIMS FOR:
SKILLS FOR LIFE AND LEARNING**



FUNCTIONAL SKILLS

Students work towards achieving accreditation across a range of levels in English Maths and ICT. Pre -Entry level learners work towards units as part of the Asdan Personal Progress Diploma. Those who can, work towards centre assessed Functional Skills qualifications in English Maths and ICT between Entry Level 1 and Entry Level 3. Students who achieve EL3 then progress onto formal, externally marked exams at Level 1 and Level 2. Appropriate access arrangements are put in place to support students across all qualifications.

KEY SKILLS

Key Skills are targeted throughout all areas of the Sixth Form curriculum.

The Key Skills are:

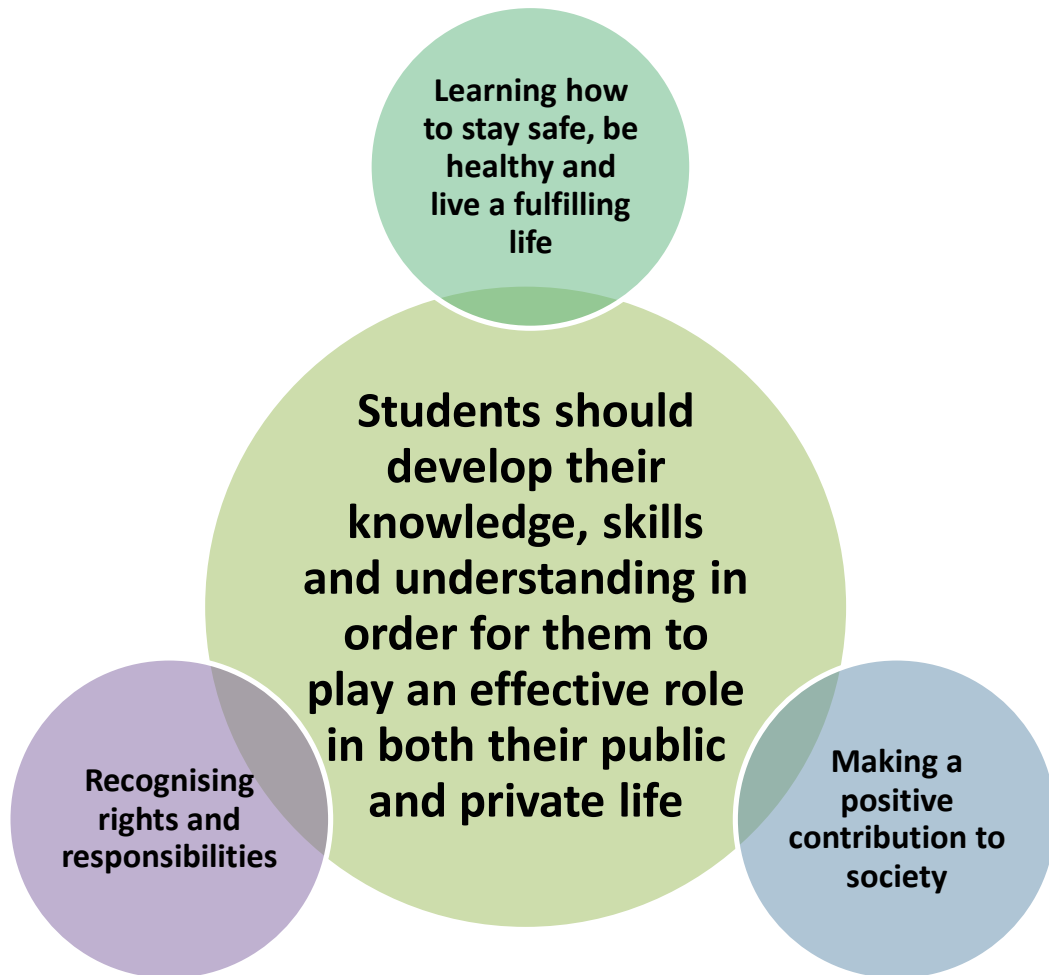
- Communication
- Using Numbers
- Using Information Technology
- Problem Solving
- Working with others
- Organising and Improving own Learning and Performance

We feel that the focus on key skills encourages our students to develop the functional English, Maths, and ICT, practical and social skills necessary for adult life.

FOOD TECHNOLOGY

This is considered to be an important part of the Functional Learning Approach curriculum. Planning, budgeting, shopping and cooking meals as part of a group as well as food hygiene and healthy eating are the essential components of the three year course. It also enables students' weekly opportunities to use and apply their functional skills within an appropriate personal or vocational context. Students either complete AQA unit awards in a range of cooking or BTEC Home Cooking Skills at Level 1 or/and 2.

**CURRICULUM AIMS FOR:
PERSONAL & SOCIAL DEVELOPMENT**



PERSONAL SOCIAL DEVELOPMENT (PSD)

Students work towards achieving either an Asdan PSD Award (6 credits) or a Certificate (13 credits) at either Entry Level 1, 2 or 3. This can comprise of units in two different levels, reflecting student ability in different units. Pre Entry Level Students will be working towards either AQA unit Award Schemes or Asdan Personal Progress Units. The topics covered over a three year cycle are listed below. Online safety is taught throughout the year across a range of subjects and times. This includes ICT, mentor time, assemblies, PSD and targeted intervention.

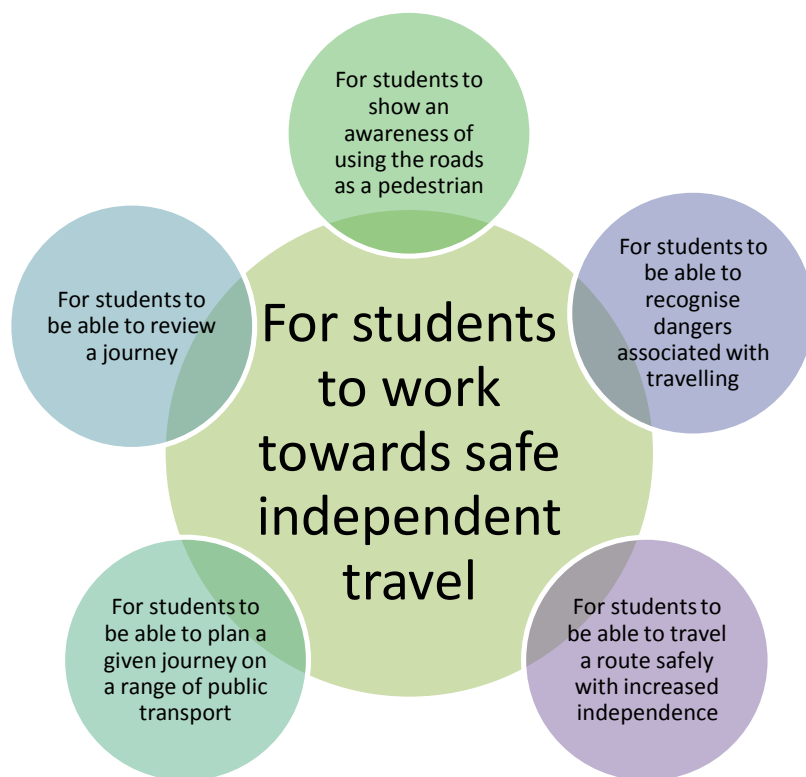
	Level	Autumn	Level	Spring	Level	Summer
Yr 1	EL2/3	Managing Social Relationships (1/2)	ALL	Puberty / Relationships / Sex Education	EL2/3	Individual Rights and Responsibilities (1)
	EL1	AQA 74310 Personal Hygiene in Practice		No formal assessment/accreditation	EL1 & Pre E	AQA CE8037 An Introduction to Public Services or Asdan PP: Rights and Responsibilities: everybody matters
	Pre E	AQA NT747 Personal Care Routine or Asdan PP: Take part in daily routines (3) or Looking after yourself (2)				
Yr 2	EL2/3	Healthy Living (2)	EL2/3			
Yr 2	EL1	Healthy Living (2)	EL1	Environmental Awareness (2)	EL1	Personal Safety in the Home (2)
	Pre E	Asdan PP: Being Healthy (2)	Pre E	AQA 77919 Caring for the Environment AQA 87743 Environment Awareness or Asdan PP:Caring for the Environment (3)	Pre E	Asdan PP: looking after your own home (2)
	Yr 3	EL2/3	Managing Your Own Money (2)	EL2/3	Parenting Awareness (2)	EL2/3
Yr 3	EL1	Managing Your Own Money (2)	EL1	Parenting Awareness (2)	EL1	Community Action (2)
	Pre E	AQA 82686 Money Skills AQA 74280 Shopping and Money Skills with support	Pre E	AQA 78432 Parenting: Caring for babies	Pre E	Asdan PP: Developing Community Participation Skills - getting out and about (5)

TRAVEL AWARENESS

Our travel awareness training covers several key areas:

- Learning a route
- Road safety
- Problem solving
- Asking for help
- Stranger danger

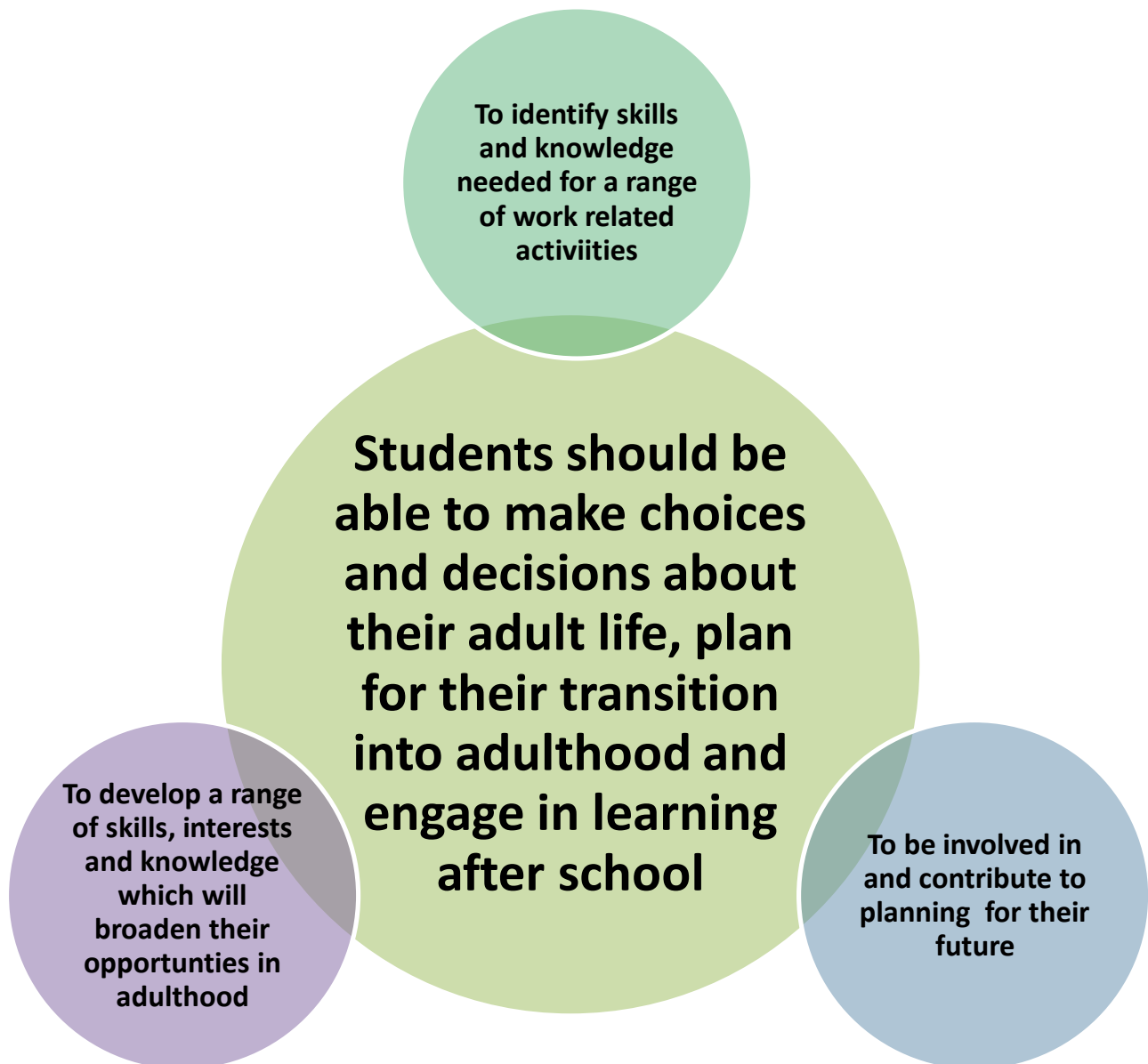
Much of this is undertaken in the community and involves travelling as a pedestrian and using public transport.



FIRST AID

Students receive basic advice and learn first aid techniques for use in an emergency.

CURRICULUM AIMS FOR: VOCATIONAL STUDIES



EMPLOYABILITY and VOCATIONAL STUDIES

Students work towards achieving either an Asdan Employability Award or Certificate, Personal Progress Units or AQA Unit Awards. The type of accreditation and level will depend on their individual learning pathway. The range of topics covered can be seen below.

Employability

Year	Entry Level 2	Entry Level 3	Level 1
1	Maintaining work standards (3) Health and safety in the workplace (2) Tackling problems at work (1)	Maintaining work standards (3) Health and safety in the workplace (2) Tackling problems at work (1)	Maintaining work standards (3) Health and safety in the workplace (2) Tackling problems at work (2)
2	Communicating with others at work (1) Rights and Responsibilities in the workplace (1) Learning through work experience (3)	Communicating with others at work (1) Rights and Responsibilities in the workplace (1) Learning through work experience (3)	Communicating with others at work (1) Rights and Responsibilities in the workplace (1) Learning through work experience (3)
3 *	Exploring Job Opportunities (2) Customer Service (2) <i>Work Related Learning</i>	Applying for a job (2) Customer Service (2) <i>Work Related Learning</i>	Applying for a job (2) Customer Service (2) <i>Work Related Learning</i>

Vocational Studies

	Autumn	Spring	Summer
Yr 1	AQA 88943 Working as a group to set up and run a mini enterprise Or Asdan PP: Participating in a Mini Enterprise (4)	Asdan PP: Personal Enrichment (2)	AQA 83193 Community Based Work Experience or Asdan PP: Skills for the Workplace: Looking and acting the part (2) Growing and caring for plants (2) Looking after and caring for animals (2)
Yr 2	Asdan PP: Self Awareness - All About Me (3)	First Aid Award / Qualification	Asdan PP: Skills for the Workplace - Getting things done (4)
Yr 3	Asdan PP: Using a Community Facility Over a Period of Time (3)	Asdan PP: Skills for the Workplace - Health and Safety (2)	Asdan PP: Skills for the Workplace - Following Instructions (2)

VOCATIONAL SUBJECTS and WORK RELATED LEARNING

Students are able to study a range of vocational subjects. These include Land Based Studies, Home Cooking, Sport and Active Leisure and Art and Design which are all BTEC qualifications. General Construction is delivered by Skills and Employability Kent at our workshop at the main Loose site and Hair, Beauty and Social Care is also available for students to choose to study. Work related learning takes place on a weekly basis through a range of school and community based projects.

WORK EXPERIENCE

As our curriculum focuses on the application of functional and vocational skills to enable students to develop independence and employability, each year we have a Careers week, where our students go out on work experience and participate in work related workshops. If required, students are accompanied by a member of School staff who assists with communication throughout the placement if required. The needs of the student and the organisation's working environment are always taken into consideration when matching students to placements, so that the experience is beneficial and enables them to learn and adhere to Health and Safety regulations. Placements have included; local childcare nurseries and schools, cafes, gardening and land based work, horse riding stables and farms, hairdressers, caretaking, IT support, warehouse work and retail.

External partners are used to talk about a range of job and careers. Workshops have included career choices, apprenticeships, applying for jobs, CV writing and interview techniques. Students are also supported by CXK who deliver independent career advice. Prior to the student's final EHCP review, they also provide individual support to the young person and the family, with targets from these sessions feed into the Leavers review.

CURRICULUM AIMS FOR:

OPTIONS

Students are encouraged to choose a range of options from the AQA Unit Award scheme. The range of subjects compliments the more academic curriculum and gives breadth to the curriculum.

Examples of options that have been delivered include conservation, science, dance, jewellery making, movie making, horticulture, being part of a choir and doing a performance, assembling flat-pack furniture and art. The optional units also enrich the moral, spiritual, social and cultural aspects of the curriculum.

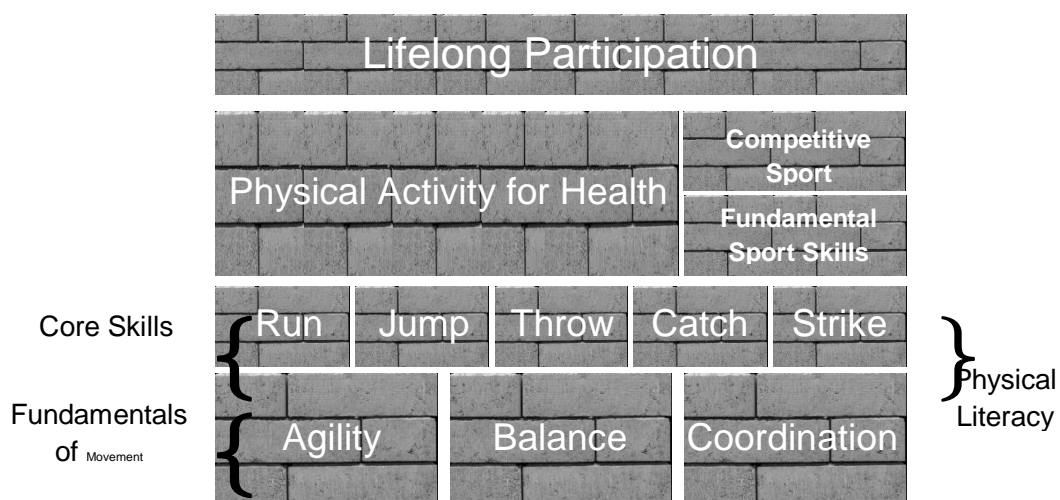


DUKE OF EDINBURGH AWARD SCHEME

Students can opt to follow this award up to Bronze or Silver level.

This involves learning new physical activities, a new skill, fundraising or volunteering and overnight expeditions involving walking, navigating and camping.

CURRICULUM AIMS FOR:
SPORT, PHYSICAL ACTIVITY & LEISURE



A Model to Develop Lifelong Participation in Physical Activity (Malling and Severnocks SSP 2006)

This aspect of the curriculum aims to empower students with the skills and confidence to remain physically active and healthy beyond school and throughout life.

Through our inclusion partners, School Sports Games, links to community clubs there have been many opportunities to get involved with new and familiar sports at both a leisure and competitive level. Daily activity, going out and about, plus PE based upon fundamental movement and core skills helps develop positive physical, mental and social wellbeing and importantly lots of fun.

Activities include:

Football	Boccia	Panathlon Challenge
Duke of Edinburgh – walking	New Age Kurling	Swimming
Fitness	Tag Rugby	Hockey
Tennis	Indoor climbing	Athletics
Dance	Table Tennis	Using a gym / Indoor Rowing

RESIDENTIAL VISITS

Every year the students have the opportunity to attend a residential. The students stay in self-catering accommodation where they work on their life skills such as preparing their own meals, cleaning their own rooms, making leisure choices and being responsible for their own personal care.

PROM

At the end of the year the Sixth Form have a school prom which is held at a local hotel. During this evening we celebrate all that the students have achieved. The evening is also a time to reflect on those that are leaving and are moving on to a local college, residential college, supported employment or alternative social services provision.