



# Functional Learning Approach





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## Welcome to the Functional Learning Approach at Five Acre Wood School

The Functional Learning Approach is Five Acre Wood's Sixth Form provision, for students aged 16-19. Our learning approach caters for students of all needs, and we are proud of the social integration and individualised approach our students receive. A number of different, flexible pathways exist for the students within the learning approach, enabling them to work on skills, gain knowledge and achieve accreditations relevant to their own next steps.

The whole school works to nurture and maximise the potential of each and every individual and celebrate their achievements. The Functional Learning Approach represents the culmination of those efforts as students take their final steps towards future colleges, specialist provisions, employment and living as independently as possible. We aim to prepare students for life using an age-appropriate approach tailored to their personal interests, skills and needs.

Within our prospectus you will see the array of lessons, skills and qualifications our students work towards. We extend a warm welcome to current parents/carers and students of Five Acre Wood, as well as individuals from schools and colleges across Kent, to peruse this information about our Sixth Form

Many thanks,

Jaime Cronk & Laura Thorogood

Assistant Head Teacher  
& Strategic Lead  
for Functional

Functional Learning  
Approach Lead

# Levels Explained

Level 2

Equivalent to higher level GCSE



Level 1

Equivalent to foundation tier GCSE



Entry 3

Third level of qualification, learning skills based around problem solving and multiple steps



Entry 2

Second level of qualifications with activities in how to use different skills within a practical setting



Entry 1

Basic form of qualification, and usually provides an introduction into education

# Levels Explained

Functional Skills Level 2 /  
GCSE Grades 4-9



Functional Skills Level 1 /  
GCSE Grades 1-3



Functional Skills Entry Level 1-3

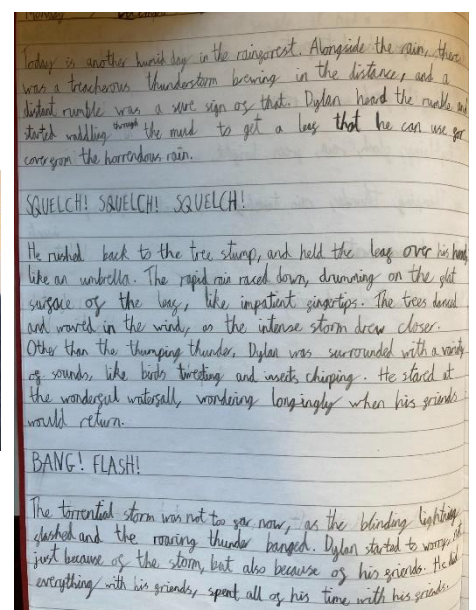
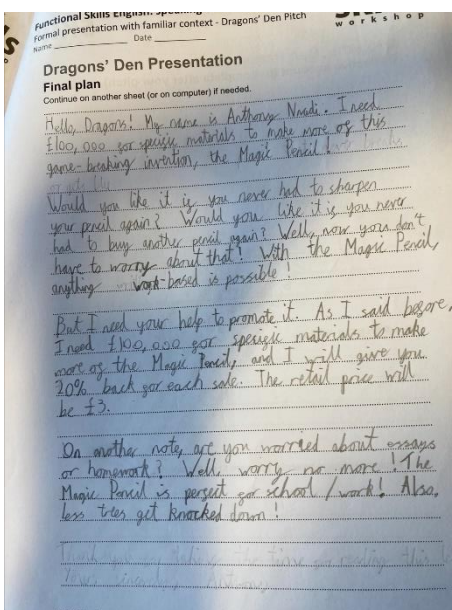
# City and Guilds

## Functional Skills - English

### Entry 1 – Entry 2 – Entry 3

In our entry 1, 2 3 English we work towards our exams and do some practise test papers so we know what to expect and so we have an understanding what the exam paper is going to be like. In our English we get to know our levels we are working towards plus the skills for the criteria and real life situations. Reading and writing is also apart of our English and we do comprehension to support our reading and writing at our levels. We also do speaking and listening as well and this helps boost our confidence with interviews and other things involving speaking and listening. In our English we also look at qualifications for our work as well and see if we can do some work to try and get the qualifications that we need for our entry 1, 2 and 3 English.

Josh S



# City and Guilds

## Functional Skills - English

### Level 1 – Level 2

In English Level 1 & Level 2, we know the assessment criteria, so that we know what we're working towards, we use real life examples, we understand why English is useful, we also do exams, so that we see the point in for our next steps of learning.

We read, which is comprised of: comprehension, understanding the texts provided and the questions related to them. We also do writing, these are related to work, they have detail and are for a purpose.

We also do Speaking & Listening, (S&L) – Which teaches us how to conduct ourselves during interviews, how to build confidence, debating skills, and, most importantly, how to argue and be accepting of differing opinions and views.

Martin B

#### Question 1

One flight from London to South Africa produces as much pollution as each passenger heating their own home for a whole year. Aircraft fuel is one of the biggest causes of global warming and climate change.

- Should we reduce the amount we fly?
- Should we only take holidays in the UK?
- Should the price of plane tickets go up to stop so many people flying?
- Are people's rights to have a holiday abroad more important than the planet?

**Your task:** write an article for a student magazine exploring the issue of so many people flying abroad for holidays and the pollution it causes.

**Suggested word count 250 – 300 words.**

(27 marks)

The screenshot shows the website for Greyhound Bicycles. The main article is titled "Why cycling should be your New Year's resolution" by Marc Kowalski. The article discusses the benefits of cycling, such as staying fit, saving money, and enjoying the outdoors. It also mentions a "SALE!" and "Greyhound recommends" section with links to various bikes like Peak 10, The City Lite, Milestar, and Swifthound 6.



# City and Guilds

## Functional Skills - Maths

### Entry 1 – Entry 2 – Entry 3

In functional skills entry 1,2,3 in maths we do times tables, addition, divide, subtraction, time, money, measurement, capacity, weighing. But all the skills we do are practical and useful for us in the future. We also have tests so the teachers can see where we are with our learning and to see if we understand. We practise skills that are needed in exams but this also helps us to solve problems and think about how to use maths in the real world. What they are teaching us is important as it helps us in real life scenarios. All the functional skills will be helpful in the future and we practise our skills in the community and in the classroom so we know we can do the skill independently like looking for bus timetables and budgeting in shops and being on time for jobs.

Amy R

She needs to work out how many bags of sugar she needs for 250 cups. She allows **one spoonful of sugar** for each cup.



one spoonful of sugar weighs 4 grams

b How many bags of sugar should the play leader buy?

Show your working out.

..... bags

3 marks

The play leader works out she needs 900ml of milk.



c Which size milk should she buy? Tick one.

1 mark

The man uses this table to find out how much he should be paid each week before any deductions are made.

The man is 17 years old.

	Apprentice	Under 18 years	18 years – 20 years	21 years – 24 years
National Minimum Wage per hour	£5.28	£5.28	£7.49	£10.18

b What will the man be paid each week? Give units with your answer.

Space for working.

..... pay for one week

3 marks

c Give a reason for the National Minimum Wage you used.

1 mark

# City and Guilds

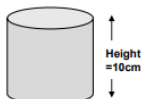
## Functional Skills - Maths

### Level 1 – Level 2

In Level 1 & Level 2 Mathematics, all our lessons are based on real life scenarios, we read the assessment criteria, so that we know what we're working towards, in order for us to gain qualifications and land jobs. All of these lessons are useful for future and they certainly are not just mere number skills. They are mostly comprised of worded Maths questions and most of the time these worded questions are problems linked to jobs and money (finances). Our Maths lessons are very practical lessons and we do exams for qualifications in order to get a job.

Anthony N

Q6 The radius of the top of this cylinder is 7cm



Use  $\pi = \frac{22}{7}$

What is the volume of the cylinder?

(1 mark)

Q7

$$\frac{11}{8} - \frac{1}{16} =$$

(tick one box)

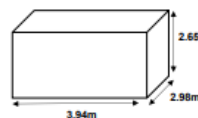
- A   $\frac{5}{8}$
- B   $1\frac{5}{8}$
- C   $1\frac{5}{16}$
- D   $2\frac{5}{16}$

(1 mark)

Q13

A house tenant has a budget of £75 to redecorate a room.

The room has two walls 2.98m long and 3.94m long and the wall is 2.65m high.



Sketch of room  
Not to scale

She wants to paint one long wall and one short wall.

She wants to put wallpaper on the other short and long walls.

A 2.5L tin of paint costs £16 and covers 30m<sup>2</sup>

A roll of wallpaper is 52cm wide and 10 m long.



Can the tenant decorate the room for the budget set?

Explain your answer using figures.

Can the tenant decorate the room for the budget set? (tick one box) Yes  No

Show your working

Explanation

(6 marks)

# ASDAN Personal Progress

## Entry 1

ASDAN's Personal Progress are qualifications that have been designed to address the needs of students working at Entry 1 or below. These qualifications ensure that all the students are given the same opportunities to access appropriate and relevant education to develop new skills and improve their life outcomes.

Over your time in the 6th Form you will work on units that will help develop your life skills. These will range from understanding money, looking after the environment, preparing snacks and drinks, sporting activities and many, many more.

The majority of these lessons take place out in the community as these skills are important to generalise to different environments and help prepare you for your future.

Every student will complete a variety of units and get a diploma of what they have done when they leave the 6th Form.

This certificate can then be used to show what you have achieved and what skills you have learnt along the way.

# ASDAN Personal & Social Development

## Entry 1

The Personal and Social Development (PSD) qualifications offer imaginative ways of supporting young people like you to:

- becoming confident individuals who are physically, emotionally and socially healthy
- being responsible citizens who make a positive contribution to society and embrace change
- managing risk together with your own wellbeing as well as introducing you to new activities and personal challenges.

The topics that you may cover in PSD will include:

- Understanding money
- Food preparation
- Caring for the environment and many more

These topics help you develop personal life skills that will be valuable throughout your life.





# ASDAN



# ASDAN Employability

## Entry 1, Entry 2 & Level 1

Students in the functional learning approach study an ASDAN employability certificate that supports them in understanding the world of work. Students work towards 7 units over a 2 year period and learn about:

- Applying for a job
- Health and safety
- Customer service
- Maintaining work standards
- Communicating with others in the work place
- Learning through a work experience
- Planning and reviewing learning

Students are supported in finding their own work experience placements either at home or in the local area and attend their jobs twice a fortnight, with a 3<sup>rd</sup> week in class reflecting on their jobs, linking what they've learnt to their coursework units. Once a placement for a student has been established, this structure continues across the whole academic year.

Students are supported to travel to their placements as independently as possible and job coaching also takes place by Five Acre Wood staff for the students and employers to make the experience as meaningful and purposeful as possible.

Students choose their own work placements and are encouraged to think about what jobs they would like in the future, what skills they would like to develop as well as how the placements could support their future ambitions in both college and work.

Students in year 14 who have achieved all 7 units spend each week at their chosen work placement for the entire school year.

# ASDAN Employability – Work Experience

We have developed some great links to businesses in the local area that support us by offering work experience placements. We are grateful to everyone involved to help us learn more about work.

Five Acre Wood –  
Loose Site

Working as TA support in classes in the practical and primary formal approach as well as admin support for the school fundraiser.

FAW Outdoor Learning  
Environment

Animal care and yard work in the OLE, feeding and grooming the animals as well as maintaining their pen areas.

Fusion Café – Park Wood

Working in the café, serving drinks as well as completing admin tasks to advertise the café's events.

YMCA - Maidstone

Working in the leisure centre, helping with cleaning equipment, setting up for different sports and lessons.

Greenfields Community  
Primary School – Nursery

Work across the nursery classes, leading small group activities for under 3s, helping with outdoor play and supporting early reading skills.



# ASDAN Employability – Work Experience

Uniquely Bohemian Café -  
Maidstone

Using kitchen equipment to serve drinks and cakes to customers and using the till machines. Supporting the staff with ordering and admin tasks.

Coolings Garden Centre -  
Bearsted

Working around the nursery to water plants, take deliveries and moving stock around. Serving customers and using the till .

Premier Convenience  
Store – Senacre Wood

Retail assistance helping with stock checks, supporting customers and using the till . Unloading deliveries and pricing up items.

Shepway Food Bank

Supporting customers in serving them items from the food bank store. Stock checking, replenishing shelves and socialising with the community.

French's Equestrian &  
Squirrel's Riding School

Working as a yard hand to groom horses, muck out stables and prepare feed. Supporting the instructors in riding lessons.

Heart of Kent Charity Shop  
– Senacre Wood

Retail assistance helping with stock checks, supporting customers and using the till . Receiving donations and organising displays.

# BTEC Home Cooking

## Level 1 & 2

In BTEC home cooking level 1-2 we plan a meal and we look at different recipes as a group and decide on the one we would like to make for the class. We also make a shopping list of what we need and then go to the shops and get our ingredients, we do this independently as possible with some staff helping too but when we are ready, we progress to shopping just as students. As a group we make the food ourselves, we use written and video recipes and learn as many cooking skills as we can.

For level 1 BTEC home cooking exam they make just one main meal, for the level 2 home cooking exam they do the same as the other group just adding a pudding to share with there group. To add to the part about going to the shops we put the things we have in the fridge and freeze ourselves.

We learn cooking skills because the skills we have learned will help when we need them.

It will help us in the future because we then known what we have to do when we are in our own house.

Hannah S

# BTEC Home Cooking

## Level 1 & 2



# BTEC Introductory Award

## Art

### Level 1

In BTEC Art the qualifications we are working towards a Level 1 Introductory Award in Art. The introductory award in art unit is called “creating an art image”.

In art we research and look at all different artist and we create an art piece which is similar but in our own understanding of what we have seen. We also look at all the different mediums like line art, watercolour, charcoal, photography, coloured pencil, acrylic and comic.

In the BTEC Art course we are working towards making an end art piece including all the different mediums and skills we have learnt with in art. We will use our favourite styles and use our favourite artists to inspire our own original piece.

We also do art theory, and we look at all the different art formal elements and write about the artwork we have done and famous artists.

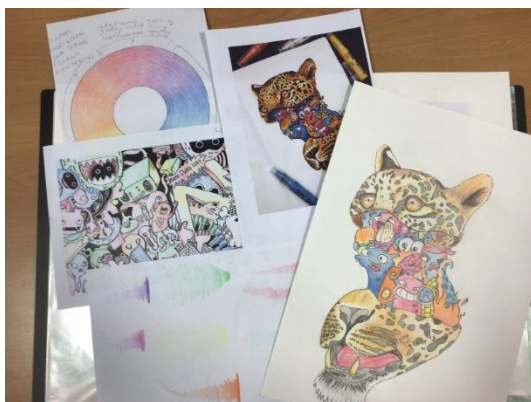
We are able to talk about how different artist use line, shape, colour, tone, value, composition, space, texture and pattern.

The next step you can take in BTEC art could be is that you go to a different art college and study more about artists and mediums.

Hannah S

# BTEC Introductory Award Art

## Level 1



# BTEC Introductory Award

# Sport

## Level 1

In BTEC sport we plan a PE lessons so then we are ready to teach different classes in different sports so that we can gain experience from it.

We get taught different ways of planning and teaching by our teacher and then we plan and practice teaching to our own group and enhance the skills of teaching students.

We can write objective, plan differentiation and teaching points for lots of sports and classes.

We also learn how to teach a class with confidence we then teach other classes in secondary our PE lessons that we have been learning about.

We will also be teaching classes at Loose site in Maidstone as well as the classes we are teaching right now in secondary.

We are working towards our speaking and listening skills and communication and patience. The next step for sport could be to go to a sports college so you can get a job like being a PE teacher and to teach younger classes at the Loose site.

Beth B

# BTEC Introductory Award Sport

## Level 1



# BTEC Introductory Award

## Land Based Studies –

### Animal Care

#### Level 1

In BTEC land based, we help with the animals at the Loose site every Thursday The Yard staff. We are also doing personal progression plans and we are looking at setting goals and working towards the next step in my BTEC land-based studies and it is a fun job to do.

We are making personal care plans for all the animals so we can take a group of younger children around the farm so they can get to know the animals and get their confidence with the animals.

We also help if the animals are unwell or if they have problems with their breathing or if their hooves are rotting or if their feet are injured or sore or hurt. We are learning about what they need medically and for food so they are healthy.

The Animals at the farm are goats, chickens and ducks, rabbits and Guinea pigs and pigs.

When we go to the farm, we must wear personal protection equipment also known as PPE.

Vincent H



# BTEC Introductory Award Land Based Studies – Animal Care

## Level 1



Week 6	Wed 22.05.23	190
Pelica	1pm	ONE
Man-Lop	8PM	
Pues-Danmark	8PM	Felou
Wid-Jay	Labrad	Robin
Thur-BTC??	Small	CHoppe
Pin - Yed Cleese		
Stocks delivery	Tue/Wed 23/24	
Antipope		

# BTEC Introductory Award

# Business

## Level 1

In BTEC Business, we look at what skills are needed to do admin tasks in an office. We look at how to photocopy, organise filing systems, prepare documents for emails and plan and run events. We help our school office in maintaining stationary resources and send orders to staff when we need restocking.

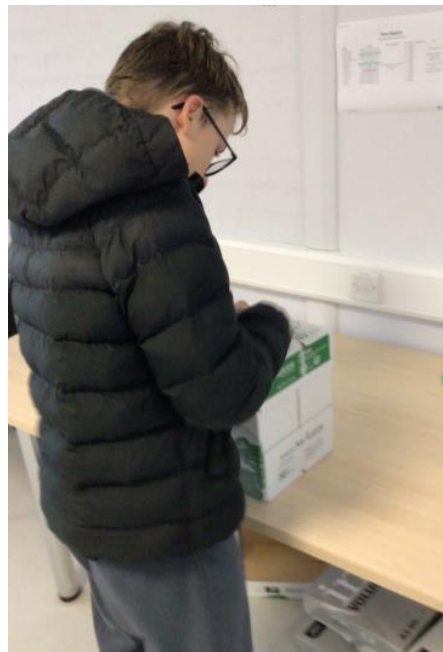
Our end goal is to plan a whole school event for the students at school to participate in. We will plan out the details for the event, advertise it and complete some fundraising towards the materials needed. We then plan our roles for the activities on the day and run the event for the school.

We learn the skills first so that we can then use them as independently as possible to lead the event ourselves.

We are developing these skills so that, regardless of what job we get in the future, we have good admin skills that we can use in all sectors. We will be able to carry out tasks more independently and be helpful to those we work with.

# BTEC Introductory Award Business

## Level 1



# BTEC Introductory Award

# Land Based Studies –

# Estate Maintenance

## Level 1

In BTEC maintenance, we learn about all the tools and skills necessary to look after and develop grounds.

We work across the whole Loose OLE developing our understanding of soft landscaping where we use strimmers and mowers to cut back overgrown areas for us to then plant in; hard landscaping where we repair fences, build brick walls and lay concrete foundations for big builds and build and repair new animal enclosures from wood and metal.

Before we carry out any work, we complete an audit so that we have our own detailed plans of what needs doing and we work with the OLE manager to understand what they would like it to look like when finished.

When learning about the tools, we complete our own risk assessments for the equipment we use so that we can manage the health and safety requirements. We use industry standard equipment so that we have the skills to help us if groundwork or building is what we want to do in the future.

# BTEC Introductory Award Land Based Studies – Estate Maintenance Level 1



# Routes to Work

## Pilot class 2023-24

To develop core skills and attributes valued by employers, through on the job learning, training and practical experience in order to increase confidence, knowledge and ability to gain paid employment.

### Why?

- Preparation for Adulthood
- To explore the benefits of an adapted SI model for young people with an EHCP
- Raise aspiration and challenge stereotypes of young people with SEND
- Education & Employers working together, providing real learning career opportunities

### How?

- 6 learners aged 16 based at Oxford Road satellite site
- Personalised study programme (2 days a week)
- Functional Skills, IT skills, Home Cooking, 1 vocational BTEC (linked to placement)
- 3 days work placement & training– job matched in Term 1
- (Current job sectors include hospitality, animal care, horticulture, maintenance & childcare)
- Training includes DWP, Careers, health & safety, first aid, relevant work related courses & soft skills
- Travel Training to/from work placement & training
- Support from a job coach

# Routes to Work Pilot class 2023-24

Mon	Tue	Wed	Thu	Fri
English				Employability program – DWP
Home Cooking	Travel skills Placement Including job coaching	Travel skills Placement Including job coaching	Travel skills Placement Including job coaching	Job Training Courses <i>(online / face to face)</i>
Maths				Vocational BTEC courses
IT				
Based at Oxford Road	At work placement	At work placement	At work placement	Based at Oxford Road

# Communigrow

Communigrow is a charity based organisation in East Malling providing a land based working environment. The students learn to use a variety of tools and are involved in many land based projects including building a pond, laying paths and growing their own vegetables, herbs and flowers. They have built beds and painted signage as well as learning about their environment and how to care for it.

- Work experience – follow instructions from site managers
- Teamwork
- Independent work
- Horticulture work
- Gardening, planting, building pathways, construction, painting signs, anything to improve the site
- Adapting to working in all seasons, understanding the appropriate clothing to wear in all conditions
- Understanding the process of growing produce which can then be sold - From Farm to Fork
- Understanding the seasonal work that needs to be done
- Developing land based skills for future work opportunities
- Following instructions
- Promoting independence
- Developing confidence
- Wellbeing





# Tutsham Farm

Tutsham Farm is a working stables.

The students look after the environment, maintaining a garden and interacting with the animals.

This is a great opportunity to experience and develop several different life skills. These will include:

- Developing independence
- Developing teamwork
- Following instructions
- Using a variety of tools
- Improving confidence around animals
- Working in all weathers
- Wellbeing – a sense of achievement



# Travel Training

As part of 6<sup>th</sup> Form there is a great emphasis on travel training. Many of the lessons are off site involving either walking to a venue or going in a minibus or using public transport.

- Walking safely, understanding how to cross a road using different crossings, road safety, being aware of other people and vehicles
- Promoting independence when appropriate
- Showing awareness of their local community
- Being able to take the responsibility of putting on their own seatbelt
- Following safety rules when crossing car parks
- Behaving sensibly when travelling
- Using their own passes independently to travel on public buses
- Being considerate to other passengers
- Waiting patiently for a bus to arrive
- Learning to read a timetable
- Life skills towards becoming independent
- Being safe when out in the community

# Travel Training

Travel training helps us learn how to travel to school or college by public transport and around our local community. The training will help build our confidence in other aspects of their life such as future job opportunities and being more sociable with friends and family.

As students we have an up-close look on what the community and the local area is about when we do travel training. Learning about the community makes it easier for us to be independent and more confident within the future. We would apply this to our future life skills.

Tiffany H



# Travel Training

Students take part in weekly travel training lessons around the local community.

We look at what the individual students starting points are with their travelling skills and independence and support them in making progressive steps to become more independent in the local area on foot and using the local buses, with staff shadowing, as part of a group and independently.

Students build up these skills over a period of time and are given targeted challenges to complete whilst out and about, linking the skills to their EHCP targets.

We work with students and parents in supporting our students in travel training to their work experience placements independently. For some students, when they are ready, and have made progress towards this independence, they would be able to travel from home to their work placement directly.

We also support students coming into the approach who have the potential to travel to our sites independently with bespoke travel plans and work with them in travel training them from home to school and vice versa across the summer term in preparation for September.

# Mental Health and Wellbeing

We believe that every student should be able to thrive. By fostering an enriching, nurturing learning environment, we work closely with students to develop personalised plans that cater to their strengths, challenges and interests.

All our students can visit our therapy dogs, when on site, enrichment opportunities such as boxing, dancing, singing that promotes self-awareness, social skills and emotional resilience.

We work with Mental Health professionals to offer group sessions tailored to meet the needs of our students.

Our staff, including a school counsellor, provides additional support to offer guidance on personal development to any students who may require it. They receive training on Mental Health, nurture and trauma to offer our students the support they may need. We signpost to external providers as appropriate.



# Therapy

At Five Acre Wood, we pride ourselves on fostering and enriching a dynamic learning environment that recognises and nurtures the unique potential of every student. Our commitment extends to incorporating universal therapies and specialised approaches into our curriculum.

TEACCH, Makaton, pre-teaching vocabulary, fine and gross motor skills and physiotherapy are all incorporated into the students' daily programmes. We also work with school and other therapists to ensure that all our students' therapy needs are met.



# Community Projects

Whilst in the 6th Form, you will have plenty of opportunities to take part in a variety of activities that are based around helping out in the community. As well as CommuniGrow and Tutsham Farm in the 6th Form, we help the community by:

- Looking after the local allotment
- Looking after the garden down at Snodland Station
- Site Work at Snodland and Loose
- Litter picking in the community
- Car washing

These projects that we take part are very important as they give us a sense of wellbeing by us offering our help to some people who need it. It also develops skills such as

- Teamwork
- Working independently
- Using a variety of equipment safely
- Having pride in our community



# Sport

In 6th Form we have a wide range of sports on offer. This has included weekly swimming and boxing training, as well as rounders, basketball, football, dance and P.E. Team skills are developed with boccia, table cricket and bowling. We have also sent students to compete in County and Inter School sport events. Sports are tailored so all students are able to join in and enjoy them at their own level.

- Physical exercise
- Healthy lifestyle
- Competition – learning to win and lose
- Hand eye coordination
- Gross and fine motor skills





# Art and Construction

In Art we have been exploring a range of mediums and techniques and have been looking at the work of some famous artists.

We have experimented with colour mixing, tones and shades and a variety of mediums including sponge painting, chalk and charcoal, watercolour resist, foil embossing, collage, drawing and painting. We have learnt about famous artists from Romero Britto to Andy Warhol and many more, looking at their styles and trying it ourselves.

- Fine motor skills and manual dexterity
- Appreciation of art and artists
- Well being and self esteem – express yourself!
- Experimenting!

In construction we have made some impressive things such as a TeePee, an outdoor bench and signposts, as well as smaller items, hanging blackboards, tic tac toe game and planters . The students are hands on using hammers, saws, screwdrivers and electric drills and learn to use tools safely, measure carefully and plan a project. They also go shopping in hardware shops for resources such as wood, nails, screws etc.

- Fine and gross motor skills
- Learning to use tools safely and appropriately
- Following instructions
- Team work
- Learning new skills

# Art and Construction



# Shopping

Throughout the 6<sup>th</sup> Form shopping is promoted as a life skill. Before cooking the students are expected to shop and pay for their ingredients. They learn how follow a shopping list and to use self-scan tills as well as cashier tills and use handheld scanners when shopping. They handle transactions and communicate with members of supermarket staff to find items in the shop.

- Life skill
- Reading and writing shopping lists
- Finding their way around a supermarket to find items and asking for help when needed
- Promoting independence
- Handling monetary transactions
- Understanding the value of money



# Shopping

We go shopping to buy our ingredients that we use for cooking one day a week we have done these are some of the food we have made in cooking in school, we pay at the till for our ingredients so we can learn how to buy our food. This helps us in our future because

We go out and about to other places like in Maidstone shopping. It gives us independence and independence life skills when we are out and about.

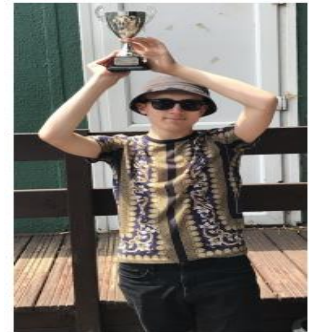
We visit places in our local community because it's where we live its gives us time to get use what's shops are around us in the community.

Amy R



# SMSC and PSHE

At Five Acre Wood, our successes are celebrated however big or small. We learn that every individual has different beliefs and enjoy understanding what they may be. Our teachers help us to understand right from wrong and we are encouraged to become respectful citizens. We are prepared for the opportunities, responsibilities and experiences of adult life.



# Cooking

All students have the opportunity to develop cooking skills in 6th Form, not just at BTEC level. The students have the chance to plan and prepare simple meals independently, make a shopping list and buy ingredients, as well as learn to follow a recipe. There is emphasis on the importance of hygiene in the kitchen as well as clearing up afterwards!

- Life skills
- Buying food at a supermarket
- Understanding the importance of hygiene in the kitchen
- Planning and preparation
- Using equipment safely
- Following a recipe
- Weighing and measuring accurately
- Following instructions
- Enjoying the results!



# Computer Safety

Information and Communications Technology (ICT) is a very important aspect that you will all develop skills in throughout your time in the 6th Form. This will be in lessons such as Functional Skills, ASDANS Personal Progress and PSD and many others. It is very important in society, and we want you to develop your skills in it.

We develop skills such as:

- Word Processing
- Receiving and Sending Emails
- Creating PowerPoints
- Online Safety
- Healthy and unhealthy online relationships
- Online shopping
- Researching relevant information correctly and safely

# Tutor Time

Tutor time is a social time for pupils communicate to their friends and talk to staff about things that are important to them.

We do lots of different things every week to help with communication, reading, creativity, physical skills, mindfulness and socializing with others.

One day a week we do mindfulness to help us relax and think about what is important and how we can feel better without our emotions

One day a week we do physical, we use it to help with our health and do some circuits and fun physical games.

One day a week we do reading, we use it to help with our communication and reading, we read magazines or books we can read by ourselves or read with staffs or teachers.

On day a week we do creative, we use it to with our fine motor skills and creative skills to build things like STEM projects.

One day a week we do social, we use it to help with our socializing with friends and helps people who find it hard to socialize with others. We play lots of fun games and chat together.

We do this every morning for our readiness for learning.

We also look at our targets and talk to our friends and staff about the progress we have made over the week and we do our own capture on EFL.

Rochelle H



# Onward Pathways & Transition Support

Our aim in the functional learning approach is that, when our students leave, they have the skills, certificates and qualifications that acknowledge their capabilities and achievements to stand them in good stead for life after school.

Students have the opportunity to achieve a range of qualifications, including level 1 and level 2, to support their application to SPI and mainstream colleges. They gain a wide variety of skills and from vocational lessons and work experience opportunities to support their understanding of what courses they would like to apply for, as well as using their skills and interests to inform their choices for day service provisions.

As our lessons are taught as functionally as possible, our aim is for students to be able develop the skills to access their world beyond Five Acre Wood as independently as possible.

When students have made their choice about their next steps, we help them in accessing open days and taster sessions to support their transition and have targeted sessions with individuals to help them prepare for what's next.

Further information about onward pathways can be found on the following links:

Social care providers: <https://www.kent.gov.uk/social-care-and-health/adult-social-care/care-and-support/day-centres>

Mainstream and SPI Colleges: <https://www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training>



## Designed and written by Five Acre Wood School students in the Functional Learning Approach

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