



# SHARED CURRICULUM DELIVERY

Main Stream & Specialist SEN Schools



"LANDMARKS NEEDS ACCESS TO DANCE AND MUSIC FACILITIES"

"ST GILES NEEDS ACCESS TO SMALL ANIMAL CARE AND POTTERY"

"FOR MORE INFORMATION ABOUT THIS PROJECT PLEASE VISIT THE HERITAGE HIGH SCHOOL WEBSITE"  
[www.heritage.derbyshire.sch.uk](http://www.heritage.derbyshire.sch.uk)



## HOW THE PROJECT CAME INTO BEING

Each of the 3 partners had identified a need that could not be met alone. By working together we could improve the curriculum offer that we gave to our students.

Landmarks needed better facilities in order to be able to offer Performing Arts (specifically Music and Dance). Heritage High School could provide these facilities.

Landmarks is an independent specialist provider for learners with learning difficulties and disabilities. Landmarks operates from a very rural setting in Nottinghamshire and caters for circa 80 learners in the local community.

Programmes range from small and large animal care, horse care, pottery, woodwork, floristry to independence, literacy, maths and ICT.

St Giles, whilst having some excellent facilities, needed to be able to access small animal care and ideally would like to be able to offer pottery to supplement the Art classes that already exist.

Landmarks could provide both of these resources.

St Giles is a County Co-Educational day school in Retford for SEN students from 3-19 years of age.

There are 37 learners Post 16 taking part in the initiative but the school also has 140 pre-16 learners.

St Giles has been part of a PFI new build and shares a Post 16 Centre with 2 main stream schools.

Heritage High School offers a wide variety of vocational Courses but has no access to Land Based Environment Courses.

Landmarks has the facilities and tutor expertise to be able to offer Level 1 and 2 Courses to Heritage students in Landbased Studies and Animal Care.

In contrast, Heritage High School is a large secondary school serving the local area. The school recently moved into brand new 'Building Schools for the Future' premises which boast many up to date facilities.

The school offers a varied, flexible Curriculum that covers all National Curriculum areas.

## Landmarks – Performing Arts

One day a week, Landmarks learners access a Performing Arts Programme at Heritage High School. Each term, the learners are taught a different topic: music, drama and dance.

The session is led by two Landmarks staff who call upon the expertise of the Performing

Arts Department within Heritage High School for suggestions on delivery content and in supporting appropriate performances for the local community.



“I enjoy it so much that I want to come here every day.”

## Heritage – Land Based Studies

One day a week, Heritage learners access the facilities at Landmarks and utilise the teaching specialism of a Level 3 Horse Care tutor to deliver large animal care through both a practical and classroom setting.

Accreditation has resulted in the students gaining the City and Guilds Land Based Studies at either Level 1 or Level 2 units in Large Animal Care.



“Landmarks is helping me get the qualification and experience I need for my future job, which is opening my own pet shop.”

## St Giles School – Access to Animal Care and Pottery

St. Giles School access Landmarks’ provision and specialist tutor advice for 19 weeks of Small Animal Care and 19 weeks of Pottery.

Accreditation has taken the form of an Animal Care and Pottery City and Guilds Skills for Working Life Entry 2/3.

St. Giles are prospective learners for Landmarks in the future so the opportunity to spend time in a new environment is likely to promote ideas to attend as a full-time learner in the future.



# STAFF TRAINING

## Teaching Assistant / Learning Support Assistant CONFERENCE

As the project was underway and proving successful, it was obvious that as well as sharing facilities, it was important to share knowledge and expertise. It was therefore decided during one of our regular Senior Leadership Team review meetings that we should try to co-ordinate Teaching Assistant / Learning Support Assistant Inset days so that Teaching Assistants / Learning Support Assistants from all 3 providers could come together for staff training. The training event took place in March and there were 24 Teaching Assistants who attended 3 workshops. (see below). We carried out a thorough evaluation which was completed by all. 100% said that they had found it very satisfying.

### Aims of the conference

- To share expertise across the three 'cluster' organisations in providing effective, practical teaching and support strategies to enhance the learning experience for learners with learning difficulties.

#### Session 1

**PRACTICAL TEACHING  
STRATEGIES FOR LEARNERS  
WITH AUTISM**

*Kevin Hayes*  
*Assistant Headteacher*  
*St Giles*

#### Session 2

**SUPPORTING  
COMMUNICATION ON THE  
FRONT LINE**

*Fliss Court*  
*Speech and Language*  
*Specialist*  
*Landmarks*

#### Session 3

**LIVING WITH ASPERGERS**

*Kevin Hayes*  
*Assistant Headteacher*  
*St Giles*

Really enjoyed the session, nice to interact with other support staff that work with other students.

Teachers should have this training too.

I found it interesting to hear how other organisations work.

It was interesting to hear others views and experiences, and to see how their strategies relate to the students I work with.

It was good to share experiences with others and know that they have similar problems.

I believe the sharing of good practice was very valuable and it meant that the Teaching Assistants spent an Inset Day receiving information that was tailored to their role instead of just joining in with the teaching staff.

I think we could build on this training by visiting each others schools / colleges and working together more often.

I would benefit from peer observation to see how people deal with students with similar problems to the students I support.

I am more aware of how students with Autism perceive their surroundings and how I can help them.

Although I am a new member of staff, I found the session really useful.

# FUTURE PROJECTS

## Performing Arts Production

On July 4th, Landmarks and Heritage High School celebrated the work of the students throughout the year by staging a joint production. The Concert was held in the main Hall at Heritage High School and featured the students from Landmarks who performed some music and drama pieces that they have worked on throughout the year.

They were supported by students from Heritage who performed some of their GCSE Dance Routines.

The audience was made up of parents and staff from both schools. Some of the SEN students from Heritage also attended. It is hoped that this performance will build up the confidence of the Landmarks' students so that next year they will be able to take part in a larger community production which will also include St Giles. This will be an area show, that features many local schools who design and make outfits on a given theme. We had hoped to take part this year but the students were not ready. An exciting future project to look forward to.

## Next Year's Developments

Next year we will build upon the success of the project by continuing with the partnerships.

Landmarks will continue to use the Heritage site and will develop the Music, Drama and Dance classes. They will also be extending the provision by joining in with the PE lessons at Heritage and using the ICT suites.

Heritage will be sending another cohort of students to Landmarks to study the City and Guilds Land Based and Environment courses. It is hoped that we will also send some students to work at Landmarks on Extended Work Placements.

St Giles will continue to work with Landmarks by identifying students to go to Landmarks to work with the animals and to take the Pottery classes.

We will also be providing further training opportunities for the teaching assistants and Learning Support Workers as this was so well received.

## Critical Success Factors to consider when sharing curriculum delivery between mainstream and specialist provision.

When deciding to work in partnership with other educational establishments, particularly if the learner cohort is significantly different (ie mainstream and ISPs), consideration should be given to:

### Safeguarding

- There is a need to share all DBS's with partner organisations particularly when tutors are co-delivering.
- There is a need to share all medical information. This may involve staff training especially in Main Stream Schools whose medical staff may not be used to dealing with severe medical conditions.
- Staff need to sign in and out on behalf of the learners

### Human Resources

- a) There needs to be an extensive induction package for all staff who will be delivering on the programme and working at a partner site. The staff will need to feel "at home" and know their way around in order to give the students confidence.
- b) Creating partnerships between staff from different institutions is essential especially at Senior Leadership level. This needs supporting by regular meetings to review progress.

### Operational

- a) Consider ICT compatibility and log in account details. Because of firewall restrictions data does not always transfer easily between institutions.
- b) Sensitive management of the integration of learners between different providers. Staggered lunchtimes and break times in the early stages can make life easier for the LLDD learners.
- c) Consider timetabling suitable rooms for disabled learners and having ground floor rooms or lift access.
- d) Be aware of previous negative experiences some LLDD learners may have had of mainstream education.

## IMPACT

The impact of the project this year has seen 6 students from Heritage High School achieve courses they would not otherwise have been able to access. The Landmarks students have been able to access quality Music and Dance and have been able to stage a performance. St Giles students have had access to small animal care.

Perhaps the most positive outcomes are the relationships that have emerged which will ensure a long lasting legacy which will build on the success of this year and extend the provision.