



Pens Meadow School

Secondary Rationale

September 2011

Curriculum Aims

The mission of the school is;

We aim to work in partnership with all our stakeholders to create an environment where pupils with severe and profound learning difficulties are supported to achieve their full potential. We will enable our pupils to be active participants in school, at home and in the wider community.

Our success will be demonstrated by the results of our
LIVING, GROWING, LEARNING
ethos that relates to all pupils and staff, which is defined as,

Living

- Our encouragement will stimulate full engagement in school life
- We will ensure that partnerships with all stakeholders help us to achieve our goals

Growing

- We will develop confident and valued members of our community
- Our pastoral care, guidance and support will be recognised as outstanding.

Learning

- We will deliver a personalised curriculum for all our learners within a total communication environment.
- All our pupils and staff will have high expectations for themselves and others.

Within the context of the secondary department, this means we have specific responsibilities;

- The aim of all curriculum opportunities is to prepare students for adult life.
- Opportunities will be tailored to meet individual needs as far as is practicable.
- We will work closely with providers to ensure a shared understanding of the needs of our students
- We will involve the students and families in planning for their future in as meaningful a way as is possible

Student Population

All students at Pens Meadow have severe or profound and multiple learning difficulties.

In addition to this, a significant number of students are on the autistic spectrum.

The students in the secondary department are attaining at levels between P1 and National Curriculum Level One

The age range of the students is 11 – 19.

Pens Meadow also delivers an outreach programme of support to students not able to access full time school. This includes secondary pupils and is delivered primarily by HLTAs with the support of the deputy head.

Staffing

There are three teachers in the secondary department. This includes the Curriculum Development Manager.

Two HLTAs are based within the department. There is input at various times from two further HLTAs meaning there is support for Communication, multi-sensory, ICT and Transition.

Eight Level 3 TAs are also based in secondary; making a staff team of thirteen.

Support is also available from the SaLT, physiotherapist, HI and VI teams as well as an intervenor.

Resources

The secondary department has three classrooms; Green, Purple and Blue.

Purple and Blue are located next to each other to facilitate working together.

Green class is located next to the chill out room.

There are also two small teaching rooms available for secondary use; the base room and the room next to the chill out room.

Specialist teaching areas are timetabled as appropriate. These include the Food Technology Room, Art Room, Gym, hydro / splash and sensory room.

Students also have timetabled use of the three minibuses.

Partnership Working

Staff work proactively to develop effective partnership working to enrich and enhance opportunities available to the students. These include;

- College Links
- Integration with similar schools; SLD and MLD
- Mainstream integration opportunities
- Work Related Learning
- Community visits
- Post 19 providers

Organisation and Delivery

There are three registration groups for secondary pupils

Green Class has up to six pupils and a higher staffing ratio. (5 staff: 6 pupils) The students are placed in Green Class primarily to support the management of behaviour or complex needs which requires the structured environment and higher staffing ratio. Staff aim to equip the students with strategies which will ensure they can cope in different settings. This is put into practise on a daily basis by the afternoon organisation in the secondary department

Blue Class and **Purple Class** are larger Class groups of up to eleven pupils with four staff. The students are grouped taking account of age, ability and any other relevant factors, including suitability of the school environment

Morning lessons are primarily timetabled in registration groups allowing for key skills teaching.

Staff work flexibly to ensure the needs of all pupils are addressed. Small group and individual teaching is needed to meet the varying needs, including medical and physical requirements.

Swimming lessons are also during mornings due to the availability of the swimming pools. Afternoon lessons are delivered to mixed groups of students. The groups are decided by staff based on knowledge of pupil need and abilities. The afternoon groups allow for specialised teaching in areas such as Art, Music, Food Technology, Design Technology and PSHCE.

Staff work across all afternoon groups. This ensures good staff knowledge of all students in the department. It also supports the consistent delivery of behaviour management strategies.

It is challenging to communicate all student needs effectively throughout the department and staff work very hard to ensure systems support efficient communication.

Having operated as a Secondary department for twelve months, staff identify some of the benefits as;

- Students are able to stay engaged and on task for the whole day
- All students are included in the organisation which increases staff confidence in working with them
- The timetable can be organised to support curriculum delivery
- Whole department events such as residentials and activity weeks can be organised
- successfully as staff have knowledge of the students
- Specialist planning enables teachers to deliver high quality, appropriate lessons

The challenges which need further work to overcome include;

- Appropriateness of some integration opportunities
- Meeting the needs of a complex group of students including those with PMLD
- Ensuring areas of responsibility are clearly defined and communicated
- Communication across the department

Annual Review and Individual Learning Plans

The transition review for students in Year 9 indicates the starting point for planning towards adult life

Connexions Personal Advisers become involved at this point and start to build a picture of the students; their needs and potential future opportunities.

The HLTA responsible for transition will also start to learn about the students and their needs.

During the transition review process, an individual plan will be compiled for each student.

This will identify their strengths and interests.

It will also begin to look at possible future opportunities and identify skills and knowledge the student will need to gain to successfully access these opportunities.

Barriers to learning will also be identified.

This information will be used to ensure the curriculum opportunities match the identified needs of the students.

The format of this plan is in development and will be trialled during 2011 – 12.

ASDAN Personal Progress

The Curriculum on offer to secondary students at Pens Meadow is under review. This is building on work done during 2010 / 11 and will ensure that there are clear intentions for curriculum delivery.

This includes a rationale for the Secondary Curriculum, along with desired outcomes for all students.

There will be clear links with the Annual Review Process.

Each student will have an Individual Plan which will identify possible future options Post 19 and detail the skills and knowledge needed to equip the student to achieve those outcomes. This will be reviewed regularly

All curriculum opportunities will be meaningful and relevant

All students in the Secondary phase will work towards ASDAN Personal Progress as a means of recording achievement.

Evidence will be collected throughout their time in Secondary

Students will be registered at the start of Year 12.

Personal Progress is divided into Units

Each Unit will require a range of evidence, collected over time.

This will be collated and then summarised into a unit transcript, before submission for accreditation

Directed times throughout the year, linked to Assess and Review Weeks will support this process.

There are various schemes of work, currently used in school, which will support the delivery of Personal Progress. These include;

- Towards Independence modules

- OCR Modules

- Barrs Court Curriculum

- Equals Modules

- Transition Challenge

- Pens Meadow Curriculum

These will be mapped against the units over a three year rolling programme, linked to the whole school themes.

Lessons can be planned with the support of these schemes or modules. The purpose is to provide evidence for Personal Progress, not to necessarily complete all areas of the scheme or module.

B squared will continue to be the assessment tool used.

The opportunities for learning for the students will be;

- Directly timetabled lessons relating to Personal Progress Units

- Applying knowledge and skills in other situations including community visits and college links.

- Combining the approaches will enable a wide range of quality evidence to be gathered throughout the secondary department.

ASDAN Personal Progress

Collecting Student Evidence

Each student to have 2 lever arch Personal Progress folders; 1 for Maths, English and ICT; 1 for all other areas

All relevant modules to have a section in the folder

The folder to have a front page detailing unit title and matching it to unit code enabling evidence sheets to use relevant codes

The student evidence folders will be kept in registration rooms.

Staff delivering lessons will be responsible for ensuring clearly labelled evidence is passed back to registration group staff

Registration group staff will be responsible for filing all evidence

All work should be kept in evidence folders. This is due to the nature of Personal Progress; one piece of evidence may be used for several areas for evidencing, so it is important all work is kept and filed.

Planning and Assessment

The planning formats used in Secondary have been discussed and agreed by the staff.

The assessment processes follow whole school guidance and reflect the needs of the population

IEPs

IEPs are devised by class teams working on student's barriers to learning. It is important that opportunities for working towards these targets are offered on a regular basis. It is also important for all secondary staff to be aware of these targets.

Progress files

The student evidence folders will replace the requirement to complete pupil progress files under the following conditions;

- During Assess and Review weeks evidence sheets for Personal Progress will be completed
- During each Assess and Review Week an evidence sheet must be completed for areas relating to Maths, English and one other area.
- The evidence sheets should be stored in poly pockets at the back of each relevant section in the Student Evidence Folder
- Copies of the evidence sheets should be given to Subject Leaders if appropriate
- The emphasis will be on providing quality evidence.
- The evidence will be levelled according to the continuum; not P Levels
- Moderation staff meetings will involve secondary staff considering quality of evidence produced

Celebration of Achievement

Students will gain recognition annually for achievement of Personal Progress Units.

Following Internal Quality Assurance, Pens Meadow Certificates will be awarded at an end of year celebration

Submission for External Accreditation will be in the Spring Term of Year 14

ASDAN Personal Progress

Secondary Curriculum Coverage

Timetabled lessons to include;

8.45 – 9.15 daily

Flexible morning sessions according to need

1.00– 1.30

1.30 – 2.45 or 1.30 – 2.00 and 2.00 – 2.45, according to lessons delivered

Friday afternoons registration groups

Weekly requirements;

Maths	90 minutes per week direct teaching
English	90 minutes per week direct teaching
Science	30 minutes per week direct teaching
ICT	30 minutes per week direct teaching
PSHCE	45 minutes weekly as part of afternoon session
Humanities (Geography, History, R.E.)	30 minutes per week direct teaching, on rotation
Art	85 minutes afternoon lesson
D.T. / Food Tech	85 minutes afternoon lesson
Music	30 minutes afternoon lesson
Secondary Enterprise	60 – 90 minutes per week for autumn and spring terms

In addition mapped links to Personal Progress needed for;

Massage

Multi – sensory / PMLD entitlement

Swimming / Hydrotherapy

College / Integration

Community Visits

Rebound / Trampolining

Work Related Learning

All timetabled opportunities should be linked to Personal Progress; where practical and reasonable.

Some taught areas such as humanities may not provide direct links but will provide opportunities for students to practise and apply skills