

THE GRIFFITHS CENTRE @ FRANK WISE SCHOOL



POST - 16 CURRICULUM FRAMEWORK

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INTRODUCTION

May we welcome you to the Griffiths Centre @ Frank Wise School curriculum framework. The purpose of this document is to provide a comprehensive guide to share with staff, parents and carers, other involved professionals, Governors and indeed anyone interested in the centre's curriculum. The document embraces our philosophy and aims as well as describing our specialised approach and how teaching programmes are planned and carried out to meet the individual needs of every young person within the centre. In other words, we have not only detailed the content of our curriculum but have also attempted to define the context within which it operates. However, it must be emphasised right from the outset that our curriculum is constantly changing, responding to new needs and experience over time. For example, although we have incorporated relevant and potentially achievable aspects of national accreditation streams, we recognise this may change necessitating revisions to our own framework. Therefore, this document describes our curriculum framework as it currently stands.

The curriculum of any centre is central to meaningful and effective education. It is concerned not just with 'what' is taught but also 'how' it is to be delivered. Since 1982 Frank Wise School has been evolving a balanced curriculum framework based on clearly defined individual teaching programmes, appropriately targeted group work and carefully planned opportunities for our students to consolidate and extend their skills. This work has informed both the structure and emphasis of the curriculum for the Griffiths Centre. This approach not only provides consistency throughout the young person's education, but offers scope for individual teachers to design and implement highly structured teaching programmes to meet the very specific educational needs of each young person in their class. It equally provides guidance for a balanced selection of appropriate teaching objectives across the curriculum areas. This individualised approach not only considers the age of the young person but also the nature and degree of their learning disability.

Any curriculum development must be seen as the responsibility of all members of the centre's staff and must reflect not only the needs of the students but also take account of the view of parents, carers, Governors and the local community. Staff workshops are held weekly to develop the curriculum and to share specific skills, resources and expertise. The curriculum framework has been devised imaginatively by both Griffiths Centre staff and those within Frank Wise School working closely together, sharing ideas and supporting each other. This has generated a great feeling of ownership and commitment towards our particular approach. This in turn has led to real consistency and continuity of learning for every student throughout the entire school, continuing as they move on to their tertiary education at the Griffiths Centre. Consistency is vital for students with learning disabilities if their education is to be successful. It is important to stress that we are continually evaluating our work, and therefore the curriculum will develop and change over time.

After outlining our curriculum structure, curriculum model and the distinctions made at Post-16 we start the document with a statement of our educational values and aims (a philosophical framework, a rationale and a foundation for the subsequent carefully balanced curricular areas). Next we have detailed the curriculum framework. For reference, we have also included relevant and potentially achievable accreditation streams. However, we do recognise that other accreditation streams may be appropriate for individual students. This is then followed by a description of our individual teaching programmes and how we record our students' progress. We have also outlined other methods used in delivering the curriculum, namely group work and extension activities. In trying to make our curriculum as logical as possible we do recognise that not all students learn in such a systematic way and that many of the curricular areas cross and overlap. It is vital not to lose sight of the way component parts of the centre's curriculum underpin and connect with each other. This is detailed in the section on inter-subject links and cross curricular issues. Finally, we have outlined how we timetable and monitor the curriculum to ensure both subject coverage and quality of teaching and learning.

Sharing our experiences by producing this document has given us great pleasure. We hope you will enjoy reading it and trust it will give a greater insight into the work of the Griffiths Centre @ Frank Wise School.

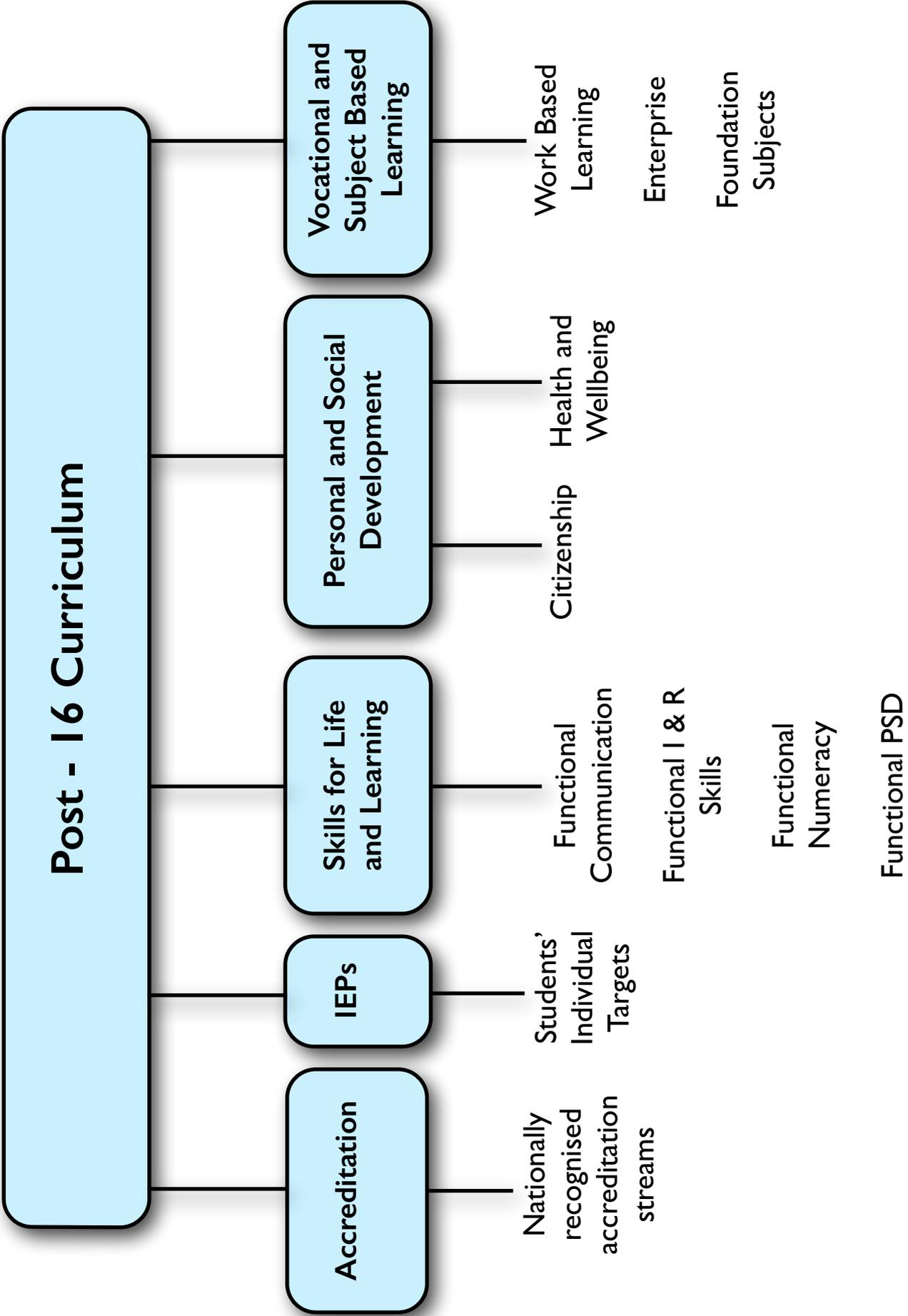
The Curriculum at Post -16

At Frank Wise School we believe that one of the central aims of the educational opportunities we deliver is to enable the children who arrive at the school to leave as young adults who are as independent as possible. To help achieve this it is essential to recognise that irrespective of the pupil's level of ability, the provision available throughout the school as they become older needs to reflect their changing age. This is achieved in a number of ways, such as ensuring that the work provided is age appropriate in terms of both the learning contexts and the resources used, that teaching and social areas are designed to reflect changing interests and social dynamics and that the curriculum provided adapts to the changes in emphasis and priority. Within all Key Stages the curriculum is designed to reflect the priorities of specific age groups, whilst maintaining a core provision (see Frank Wise School Curriculum Framework) and the curriculum for the Griffiths Centre @ Frank Wise School is no exception.

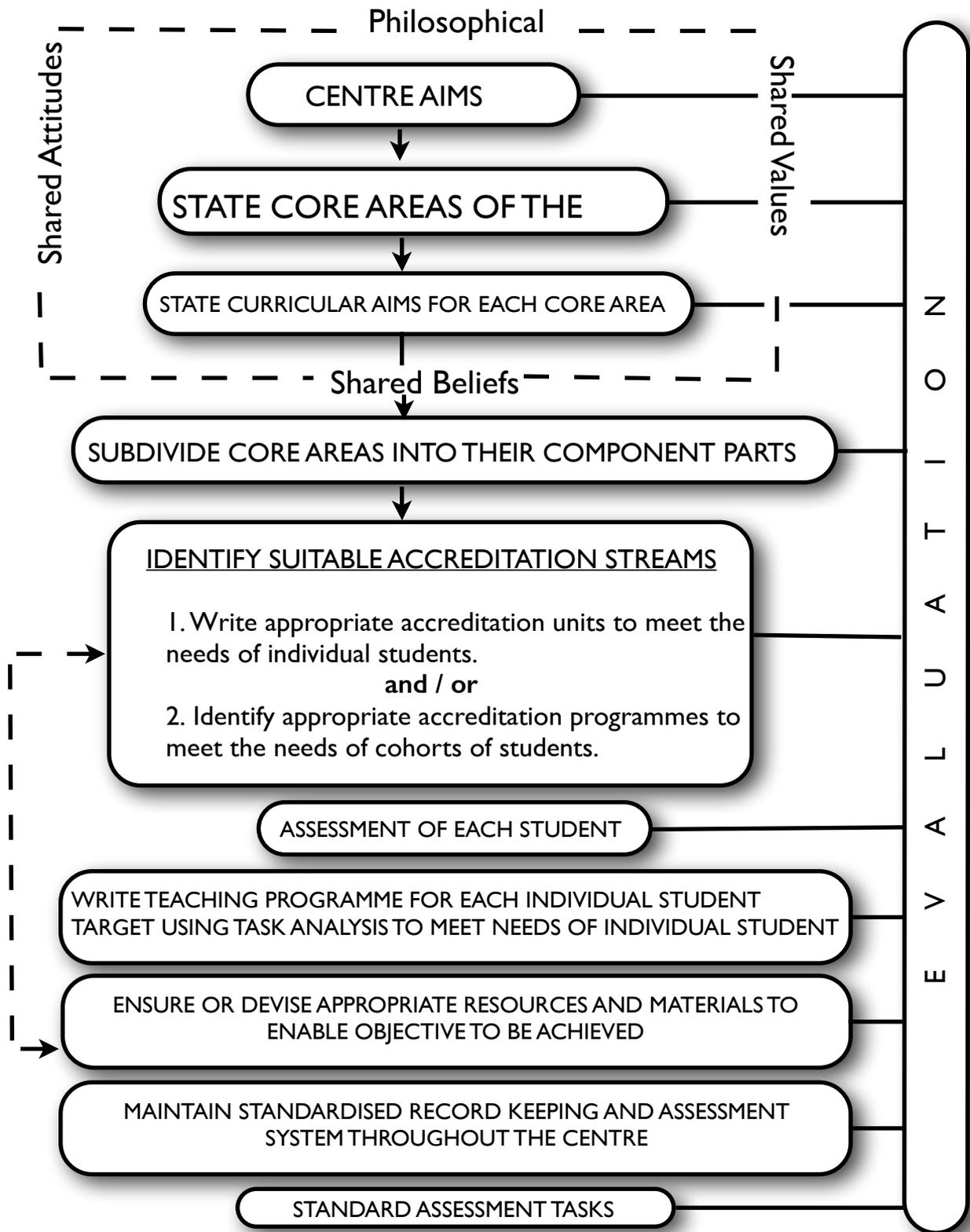
As children become young adults and make the significant step from a Pre-16 to a Post-16 model of education our curriculum is designed to reflect this change. Therefore there is a shift in emphasis away from a more linear pupil progression model based upon the teaching and generalisation of concepts, towards a model of education which recognises the pupil's existing skills and provides carefully structured ways of further enabling them to be applied in functional, everyday contexts.

Part of this shift in approach is reflected in the fact that while the Griffiths Centre is essentially grouped by age, in the same way as the rest of the school, the groups that the students may work in are often of mixed ages. This is a conscious decision to reflect the broader social structures of a society in which the students will have to be equipped to work in larger and more diverse groups.

We consider this to be a move from a concept based model of education towards a context based one in which knowledge at all levels of ability will be more widely applied to everyday situations. In doing this we are aiming to utilise the final element of the student's statutory educational entitlement, to prepare them as best we can to become active participants in, and contributors to society and achieve the highest degree of personal independence.



The Griffiths Centre @ Frank Wise School Curriculum Model



**OUR PURPOSE,
VALUES AND
AIMS**

OUR PURPOSE

To educate, motivate and celebrate students with special needs by providing quality and equality in quantity

OUR VALUES AND AIMS

We believe that *all* students are individuals, are of equal worth, have the potential to learn and have a unique contribution to make to the life of the centre, their family and the community.

Therefore we aim :

- To ensure students are respected as individuals and not defined by social, medical or psychological 'labels'.
- To value all centre activities as an opportunity for students to develop greater independence.
- To nurture in all our students self-confidence combined with sensitivity and respect towards others, through an understanding of rights and responsibilities.
- To encourage partnership with parents and carers and all who contribute to the development of each student, recognising that understanding and involvement are the key to effective co-operation.

We believe that *all* students are entitled to a stimulating and challenging education of the highest quality within which they know that their achievements are valued.

Therefore we aim :

- To foster caring and trusting relationships between students and staff.
- To determine by comprehensive assessment each young person's specific educational needs.
- To deliver a broad curriculum through highly structured and motivating individual teaching programmes and through well-planned and differentiated group activities.
- To celebrate with young people their achievements both in and out of school, using praise, positive reinforcement, careful display and records of achievement in a range of media.

We believe that students learn and thrive in an environment of high expectations and positive attitudes. Teaching is most effectively delivered by a dynamic professional team of highly motivated and well trained staff with a passion to educate.

Therefore we aim :

- To involve existing staff in the selection process when appointing team members - who must have high expectations of students and positive attitudes towards disabilities.
- To identify and provide regular opportunities for professional development through induction programmes, in-service training, curriculum workshops, staff appraisal and staff meetings.
- To provide all team members with positive and constructive feedback on a regular basis to ensure their confidence and passion for teaching continues to flourish.

We believe that our centre should be structured, caring, yet innovative, so that teaching can be flexible and exciting whilst never losing sight of each student's need to constantly learn and make progress.

Therefore we aim :

- To organise the centre so that all students are treated equally.
- To make the curriculum accessible and relevant to the needs of each individual student. This will be achieved by planning, teaching and evaluating a wide variety of imaginative, age-appropriate activities which ensure that learning is fun.
- To continually develop a highly structured context-based curriculum which encourages the ability to generalise specifically taught skills in different learning situations and apply them to meaningful everyday contexts.
- To ensure continuity of learning through the centre - and on possible transfer - by maintaining comprehensive records of progress.

We believe that we should foster understanding and positive attitudes towards our students across the community, and develop the role of the centre as part of the total educational provision in Banbury and the surrounding area.

Therefore we aim :

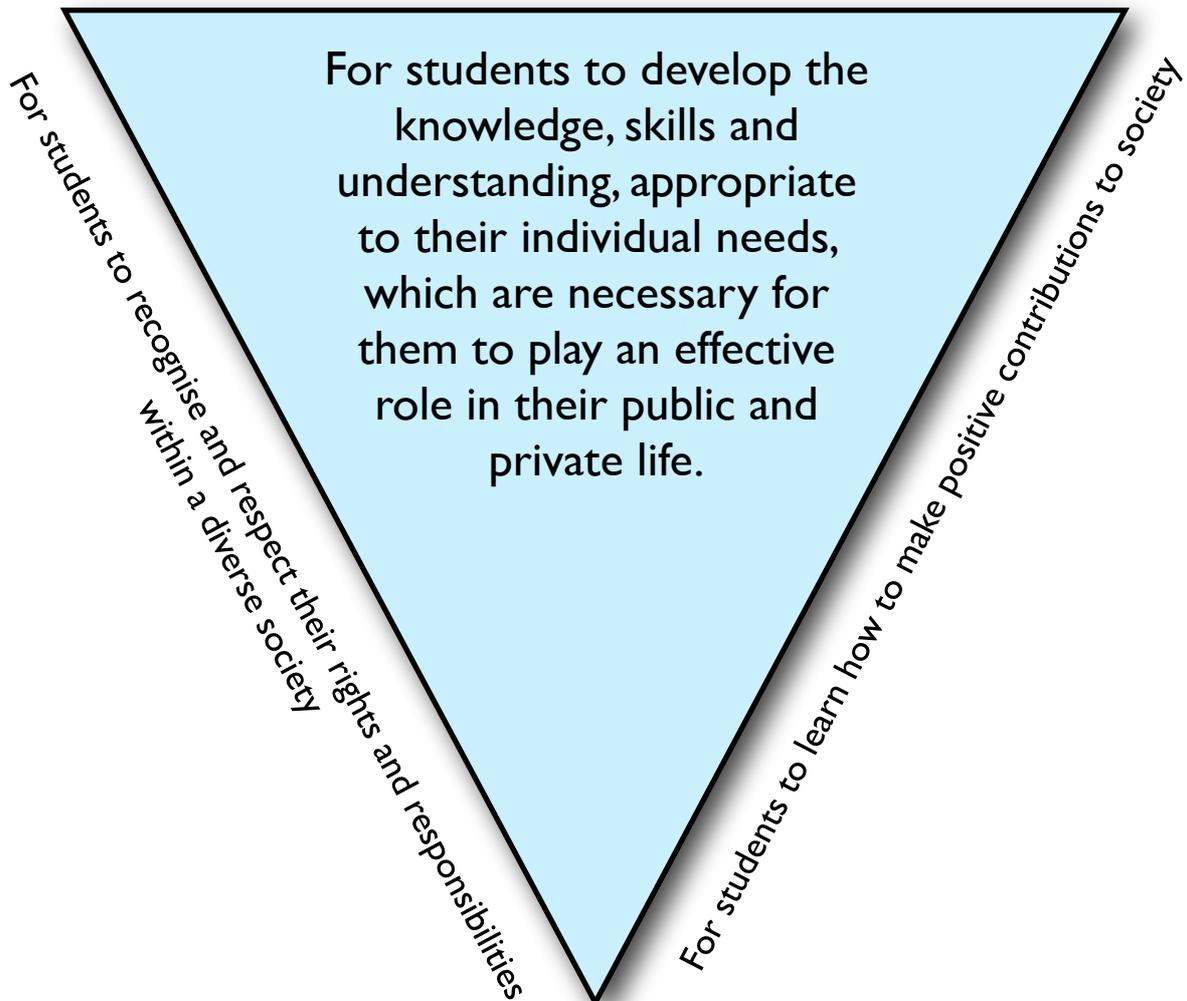
- To talk about our students in a positive and informative way at all times and to maintain and improve excellent links with the local community.
- To provide whole class inclusion for every young person in the centre and where appropriate inclusion for individual students. This would include inviting students from other centres to use our resources.
- To optimise the use of community resources and encourage community members to share our resources and facilities.
- To maintain the Griffiths Centre @ Frank Wise School Advice Service supporting students and colleagues in mainstream centres and to be active in all local learning partnerships.

THE POST-16 CURRICULUM FRAMEWORK

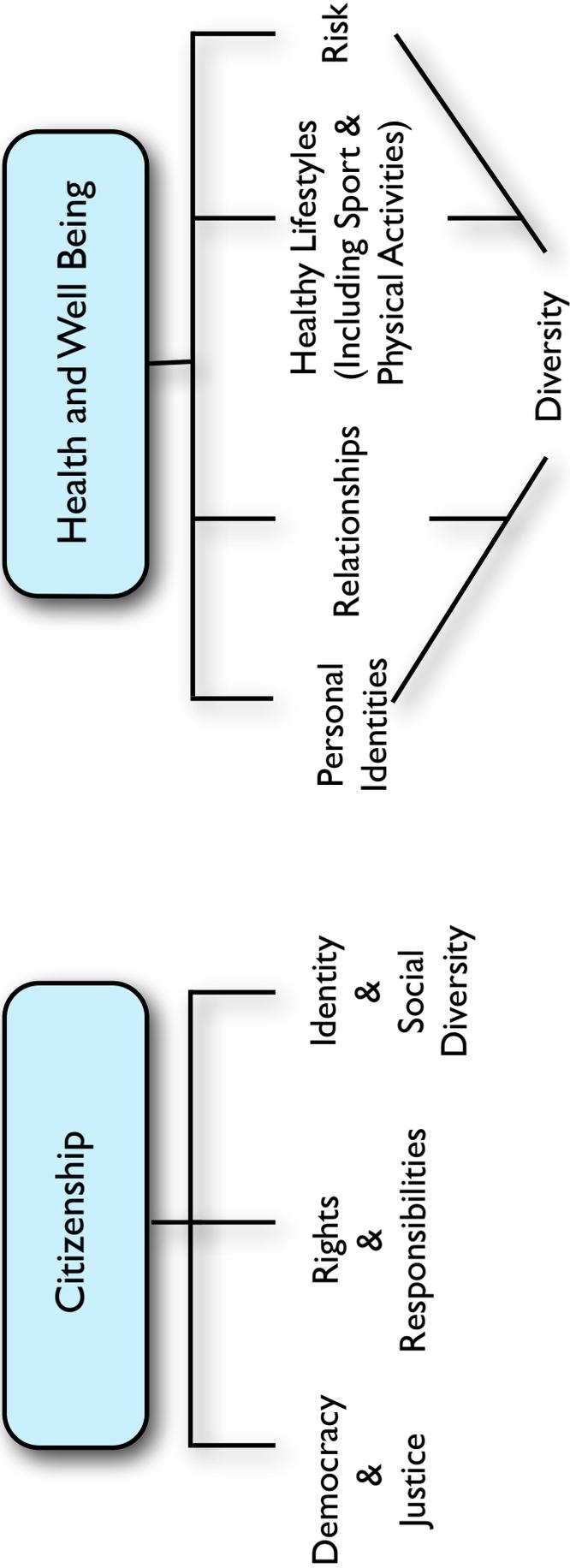
PERSONAL AND SOCIAL DEVELOPMENT

Aims for teaching Personal and Social Development are as follows:

For students to learn how to live safe, healthy and fulfilling lives



THE CURRICULUM FRAMEWORK FOR TEACHING PERSONAL AND SOCIAL DEVELOPMENT



DETAILS OF THE CURRICULUM FRAMEWORK FOR PERSONAL AND SOCIAL DEVELOPMENT

INTRODUCTION

The Personal and Social Development element of the curriculum has been broken down into two key areas, Citizenship and Health and Well Being. These are then further divided into subsections which reflect the curricular expectations of education nationally.

As students make the transition into post-16 education it will become more important to enable them to have broader opportunities to apply previously taught skills and newly learned skills to functional contexts. This reflects the fact that the students are young adults who will require structured opportunities to enhance their personal independence as they move towards adulthood. This approach will be applied to all aspects of the Personal and Social Development curriculum.

Whilst the sections are addressed individually it is important to recognise that many of the elements will be taught together in order to reflect the closely interrelated nature of the subject. This will also support the creation of functionally meaningful learning opportunities.

CITIZENSHIP

We aim to enable our students to become as independent as possible and to see themselves as part of a variety of communities. Students will mature and begin to form opinions which they should understand in wider functional contexts. Our students will learn to take personal responsibility for themselves, as well as to be aware of other people's rights, needs and responsibilities. They will understand that their actions have consequences which not only affect themselves but others around them. Their understanding of their rights will be balanced against their understanding of their responsibilities.

We will work to engender in our students a strong belief in their own identity as well as a sensitivity to and respect for the identities of others.

Democracy and Justice

Decision making - Students will be provided with opportunities to resolve differences by looking at alternatives, making decisions, explaining those choices and thinking about the consequences of those choices.

Fair / Unfair - Students will develop their ability to reflect on a range of scenarios and consider the outcomes from a variety of viewpoints. To reflect on moral, social and cultural issues, using their imagination to understand other people's experiences.

Consequences - Students will begin to realise that when they make decisions or take action, these have consequences which can be different for different people. As well as doing this on a personal level, the students will be encouraged to consider the consequences of anti-social behaviours such as bullying and racism on individuals and communities.

Social structures relating to justice - Students will begin to understand why and how laws are made and enforced, including the role of the police and the courts. Students will consider the expectations regarding behaviour that we have in the centre, why we have them and what happens when they are not met. They will be encouraged to think about how people who break rules should be treated.

Democracy - Students will develop their ability to understand what democracy is and the institutions that support it including parliament. We will provide opportunities to consider the democratic structures and processes within school including the school council and regional councils, their role and how they can bring about change through debate and collective decision making.

Rights and Responsibilities

This links to both Democracy and Justice and Identities and Diversity with an emphasis on equality. We will endeavour to foster strong self esteem and confidence in all our students. Now that our students are maturing, they must also begin to reflect on the complex relationship between rights and responsibilities. Whilst a viewpoint or an action may be their right, they should begin to realise that they also have a moral responsibility to take the rights of others into account.

Identity and Social Diversity

What is a citizen? - Students will reflect upon and come to an understanding of what a citizen is and what we mean by citizenship. The students will be provided with opportunities to consider their own identity and how they can retain individuality whilst being a citizen.

Diversity - Students will begin to understand that a society is made up of lots of different people and communities, each with their own identity and that these can co-exist. The students will be given opportunities to experience a range of identities; faith/belief based, ethnic, regional, national and to explore difference. They should realise that difference does not mean conflict.

Working together - Students will be given opportunities to investigate how difference can be used as a positive driving force when working together collectively. This could be explored at class and school level, considering how our different strengths can be used to create a cohesive and powerful tool. The pupils would also consider the need for negotiation and compromise when diverse identities come together.

HEALTH AND WELLBEING

Our approach to Health and Wellbeing is focussed around developing a positive attitude towards keeping safe, fit and healthy on both a physical and mental level. Emphasis will be given to exercising on a regular basis, both individually or as part of a team and by learning about the right choices to make in order to understand, and hopefully follow, a well balanced diet. Our aim is that by fostering positive attitudes towards healthy lifestyles students will develop an interest in maintaining these attitudes throughout life, resulting in high levels of self esteem and positive feelings about their body image.

Heathy Lifestyles

Students will understand and recognise what constitutes healthy eating. They will learn about the different food groups including; vitamins, proteins, fats, carbohydrate and minerals and look in detail at the role they play in maintaining the body's systems and natural defences. The students will be encouraged to make informed choices about what they eat, when they eat and whether there is a wrong choice to make when considering individual diets.

Sport and Physical Activity

Students will develop an understanding of the importance of personal hygiene routines and how these relate to specific daily events. They will consider the implications of not adhering to these routines, both for themselves and for others. They will also develop an understanding of the dangers associated with drugs, smoking and alcohol.

Students will be offered a regular Physical Education lesson each week. Team sports such as football, hockey, cricket and rugby will continue to be offered as will individual activities such as swimming, golf, yoga and aerobics. It is our aim that a number of different venues will be accessed to enable students to experience using a variety of sporting facilities in the Banbury area.

The main purpose of lessons in this area will be to develop aspects of the students' physical well being, whether it be muscular strength, flexibility or cardiovascular fitness. Our aim is to increase levels of physical fitness gradually through repetition of a skill or activity. Effective differentiation will ensure that all students are working towards their maximum potential. Students will learn that by exercising to the best of their capabilities they will notice significant changes in how they are feeling both during a session and over a prolonged period of time. It is our intention, that by experiencing the positive effects of exercise on the body, students will be encouraged to work harder in subsequent sessions.

Working co-operatively with others and considering their needs continues to be an important aspect of the curriculum as are the safety aspects of Physical Education. Therefore it is essential that students understand the importance of following simple rules and instructions, being aware of potential dangers and using equipment appropriately.

Leisure Activities - Students will be given the opportunity to experience leisure pursuits through other elements of the Personal and Social Development Curriculum. It is our aim that the students will recognise that although a number of leisure pursuits require a certain amount of exertion, the aim is not necessarily to increase physical fitness. Instead the focus of the session is to promote a feeling of fun and relaxation in a less formal

and stress free environment with their peers. By enabling positive social interaction to take place in a community setting away from school, it is hoped the students will independently choose to frequent leisure facilities later on in life.

Relationships

Students will have the opportunity to consider the fact that relationships are central to our lives and that they can have both positive and negative impacts upon us. They will address the skills necessary to have effective relationships with people, including sexual relationships, and in particular focus upon self advocacy. The reason for this is to reflect the fact that for many of our students their life experiences can be very passive and it is important for them to be aware that they have the right to actively manage what they want to do or have done for / to them. This element of the curriculum will provide opportunities to explore the fact that people have varied roles and responsibilities within school, at home and within the wider community. In doing this the active involvement in groups, teams and the community will be addressed.

Relationships can cause people to feel strong emotions, both positive and negative. The opportunity to identify those emotions and understand how they can make you feel, as well as developing strategies for managing them will be a key part of the Personal and Social Development curriculum.

Risk

Students will develop an understanding that there are both positive and negative risks and that they have both a right and a responsibility to be actively involved in the management of these. This will be considered from both a personal and a collective perspective and with regard to both personal and social contexts.

Our students will work on developing their confidence in terms of trying new things and facing challenges, considering the risk to themselves and within wider groups.

Personal Identities

Students will develop their understanding of their own identity and how it is affected by a range of factors, some very clear and some not so obvious. They will explore the concept of a positive sense of self and the factors that can have an impact upon this, and the effect it can have on

their own health and wellbeing.

The way in which personal qualities, attitudes, skills and achievements are valued and their relationship to confidence and self-esteem will be addressed and students will be encouraged to explore how this affects their emotions. The opportunity to consider how changes to personal circumstances, such as friendships, family, school and work can impact on self-esteem will be provided.

Diversity

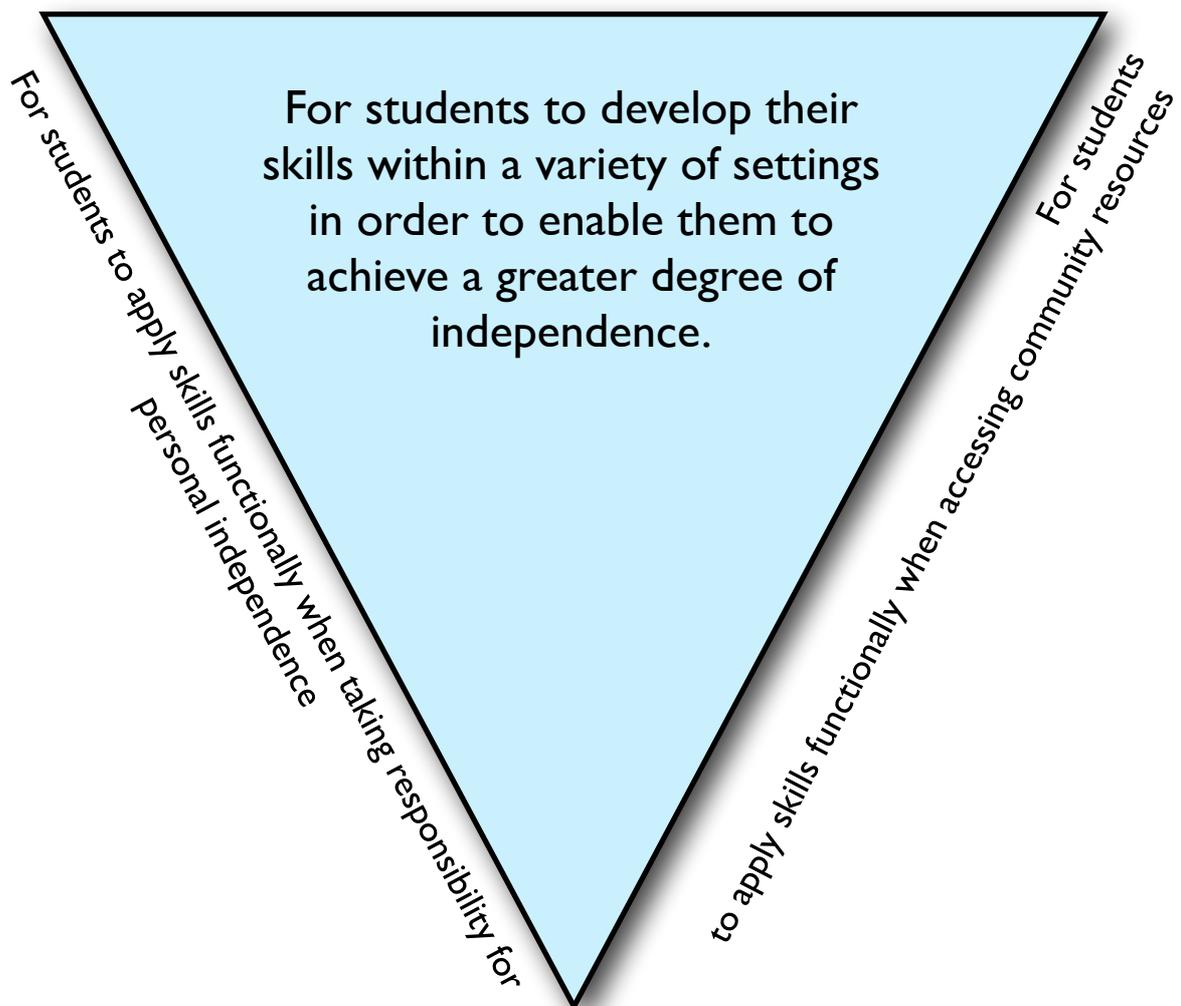
Diversity is seen as being relevant to all parts of the Health and Wellbeing element of the Personal and Social Development aspect of the curriculum. It is therefore anticipated that rather than being dealt with artificially as a stand alone element of what is being taught, this will be integrated into all aspects of the Personal and Social Development curriculum where appropriate. This will provide the students with concrete learning opportunities to address what might otherwise be a particularly challenging concept.

Within this it is expected that students will be provided with the opportunity to appreciate that within the school and the wider community there are similarities and differences and that these relate to race, religion, culture, ability or disability, gender, age and sexual orientation. They will develop an understanding that all forms of prejudicial and discriminatory attitudes must be challenged.

SKILLS FOR LIFE AND LEARNING

Aims for teaching Skills for Life and Learning are as follows:

For students to apply skills functionally when interacting within the wider community



THE CURRICULUM FRAMEWORK FOR TEACHING SKILLS FOR LIFE AND LEARNING

FUNCTIONAL
COMMUNICATION

FUNCTIONAL
NUMERACY

FUNCTIONAL
PSD

FUNCTIONAL
ICT

APPLYING INTELLECTUAL AND REASONING SKILLS IN EVERYDAY LIFE

Interacting with Others

Applying Literacy
in Everyday Life

Giving and
Receiving
Information

Personal Finance

Time Management

Measurement

Applying
Number in
Everyday Life

Domestic Life
Skills

Community
Life Skills

Using Technology
to Gather and
Share Information

Applying
ICT in
Everyday
Life

DETAILS OF THE CURRICULUM FRAMEWORK FOR SKILLS FOR LIFE AND LEARNING

INTRODUCTION

In the area of 'Skills for Life and Learning' the students will be extending skills originating in the Frank Wise School Curriculum Framework. Therefore, reference to the Frank Wise School Curriculum Framework for 'Intellectual & Reasoning Skills', 'Language and Communication Skills', 'Numeracy' and 'I.C.T.' will be an indispensable part of the planning process for identifying and implementing students' individual educational targets.

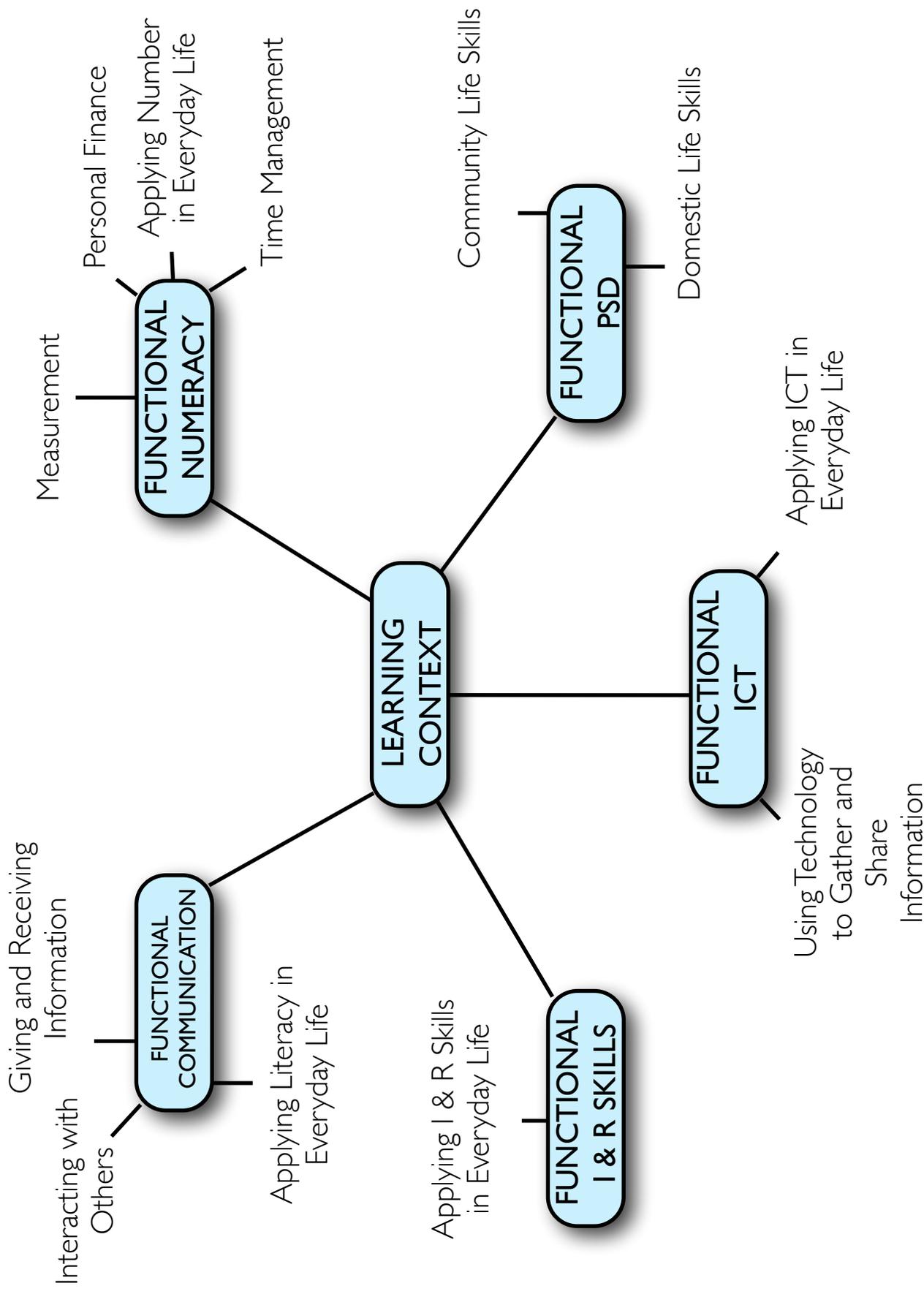
In some instances these targets may involve further 'linear' progress and build on skills already achieved. However, the main emphasis for students in this phase of their educational development will be to use and adapt their existing skills in a broader variety of meaningful real life contexts. Suggestions for the basis of these contexts are included in this document. They are intended as a starting point, which may be adapted or extended, according to the needs and interests of particular groups of students.

An important aspect of this transition, from 'concept led' to 'context led' development, will involve carefully identifying and achieving a balance between these two aspects of learning, appropriate to each individual student's needs and abilities.

Professional judgement and knowledge of individual students will need to be exercised in deciding how to break down and deliver targets so that they are taught in a variety of contexts appropriate to the individual needs, interests and preferences of the students in the group.

The table on the next page offers examples of how this might be achieved and ideas for possible contexts. However, as stated above, this is intended to act as a starting point rather than a prescriptive 'scheme of work' to be followed.

On the page following the table is a diagrammatic representation of the relationship between the subject areas within Skills for Life and Learning, and the learning context. The intention of this is to reinforce the belief that the delivery of functional learning will require elements of all the sections within Skills for Life and Learning, rather than a focus on specific aspects for specific lessons.



Contexts	Functional Comm.	Functional Numeracy	Functional PSD	Functional ICT	Functional I and R skills
Holiday	Communicating with travel agents Reading brochures Identifying and making choices about places to visit Identifying and naming items needed for the holiday.	Working with a budget Planning dates (calendar) and times Accessing bank account. Shopping for holiday goods.	Discussing with one another to reach a consensus regarding destination. Considering what items of clothing, which are acceptable in this country, may not be in another.	Web-based deal research Web-based location research Online bookings	Sequencing/ planning stages and steps Categorising items needed for the holiday Recalling activities, places visited on holiday Sensory experiences linked to different holiday destinations
Life Enrichment	Communicating with theatre booking agents. Conversing with ticket office staff, bar staff during trip. Reading theatre synopsis, programme. Reflecting on theatre experience using language, symbols, BSL.	Planning date and times for theatre performance. Planning and managing time for travel to and from theatre. Calculating cost of theatre tickets and booking fee, travel costs and number of students/ adults going on trip.	Identifying which forms of public transport would be best in order to get to the performance on time. Queuing politely while waiting to collect tickets.	Web based theatre research. Online bookings. Online travel timetables (bus, train, etc.)	Sequencing stages of planning a theatre trip. Recalling and sequencing key events of the production. Visual and auditory stimulation through theatre performance.
Event Planning	Writing letters and completing booking forms for venues/caterers/ entertainment providers. Producing invitations/tickets. Publicity - radio adverts, posters, verbal invitation, DVD 'TV' style advert	Planning time in programme for each component of the event Venue capacity - how many tickets allowing for helpers etc. Cost of event & ticket price (budgeting)	Making informed choices about who to invite. Evaluating the potential risks to visitors.	Producing publicity material/ticket On line research - suitable venues/ entertainment etc Possible follow up - event photos available on line to those who attended	Programme of events - sequencing Venue decoration - colours, finer motor (producing home made decorations), sorting/ matching/ categorising, 1:1 correspondence (laying place settings for meals etc)
Community	Communicating with range of members of the community Writing letters, persuasive adverts, press releases and reports Expressing views and negotiating an agreed outcome	Working with a budget Planning dates (calendar) and times Designing (planning, plotting and measuring) a permanent outcome	Evaluating what the community needs to enhance it. Debating with members of the community with regard to how best meet their needs.	Web-based idea/ concept research Web-based price research Creation of information to be shared Communication via technology Using technology to support project planning and actioning	Designing (planning, plotting and measuring) a permanent outcome using spatial skills Sequencing stages of planning and development of outcome Categorising items/people eg needs

Intellectual and Reasoning Skills

The delivery of Intellectual and Reasoning Skills learning opportunities, (for those pupils still operating at a developmental level where this aspect of the curriculum is relevant), forms an essential part of the Skills for Life and Learning element of the framework. It is integrated into the delivery of all learning through differentiation, in order to ensure that the needs of every student are met at a developmentally appropriate level. It is essential that reference is made to both the Intellectual and Reasoning Skills section within the Frank Wise School curriculum framework and the Intellectual and Reasoning Skills database, in order to ensure that the context based learning opportunities are developmentally relevant to all.

Functional Communication

Interacting With Others - The ability to interact in a meaningful and purposeful way is key to becoming an active member of the community, whether that be within school or beyond. The opportunity to develop these skills within everyday contexts and for a range of purposes forms the core learning opportunity within this aspect of the curriculum. This involves all students, representing the full range of communicative abilities within the school, and involves a variety of communicative devices and methodologies. Through this we aim to enable all students to contribute actively to situations and to utilise their communication skills to enhance their independence.

Application of Literacy in Everyday Life - Students are provided with opportunities to use their existing literacy skills in order to access and navigate everyday situations. This addresses the use of literacy skills at the most basic level and overlaps with aspects of the Intellectual and Reasoning Skills curriculum, as well as providing high level opportunities for those students for whom it is appropriate. In particular the ability to use strategies for extracting and transferring information when some of it is understood but not all, is seen as being central to the development of this aspect of the curriculum.

Giving and Receiving Information - Students work on the effective use of a range of tools, both high tech and low tech in order to develop their ability to share information with a variety of different audiences for a variety of different reasons. This is developed both within school and with familiar people and in familiar contexts, as well as beyond school in the community in order to ensure that skills demonstrated in school can be used in functional ways elsewhere.

Functional ICT

Gathering and Sharing Information -

The skills involved in gathering information can range from learning how to use a phone to speak to a person at a distance to finding something out, through to knowing how to use a search engine (e.g. Google) to locate a website. In wanting to strengthen the link of accessing information to functional life skills, we increasingly make use of the technologies found in everyday settings such as the home, for example radio and TV, handheld technologies (including mobile phones) and multi-functional games consoles, amongst others. For some of our students technology may actually be a key tool in enabling them to initiate contact with people around them, ranging from gaining a person's attention, through to exploring cause and effect and making choices.

We encourage our students to share the information they gather face to face with people around them, but in the context of functional ICT we also support them in learning how to use technology to share their work with people at a distance, or using it to leave a record which can be accessed by people at a later date. Students are encouraged to use a wide range of technologies to communicate in whatever techniques are most appropriate to them.

Just as it is important for students to question the sources of information that they use, they are also taught to understand the possible risks in communicating with an unseen audience, especially to be careful to avoid sharing personal information. Students learn that they can make physical products (such as DVDs) as well as purely digital versions which can be shared either with individual people or made available to large groups of people.

Application of ICT in Everyday Life - The types of technology that we particularly work with here include games technologies, general home entertainment, personal productivity tools, and the increasing range of reference tools which are now technology based.

Games technologies have a particular importance because although the information within them might sometimes be fantasy based, they can often be used for online factual purposes too, and their interfaces and access tools often lead the way in terms of developments

in more general products. Learning about using remote controls and making screen based choices continues to be important. Personal productivity tools could include multifunctional phones and cameras, simple calculators, and memory devices. It can even include learning how and why to sometimes use a paper shredder, in terms of handling information.

Access to encyclopaedia types of information via websites is one form of technology based reference tool, there may well be a growth in simple handheld tools, hopefully with increasing accessibility.

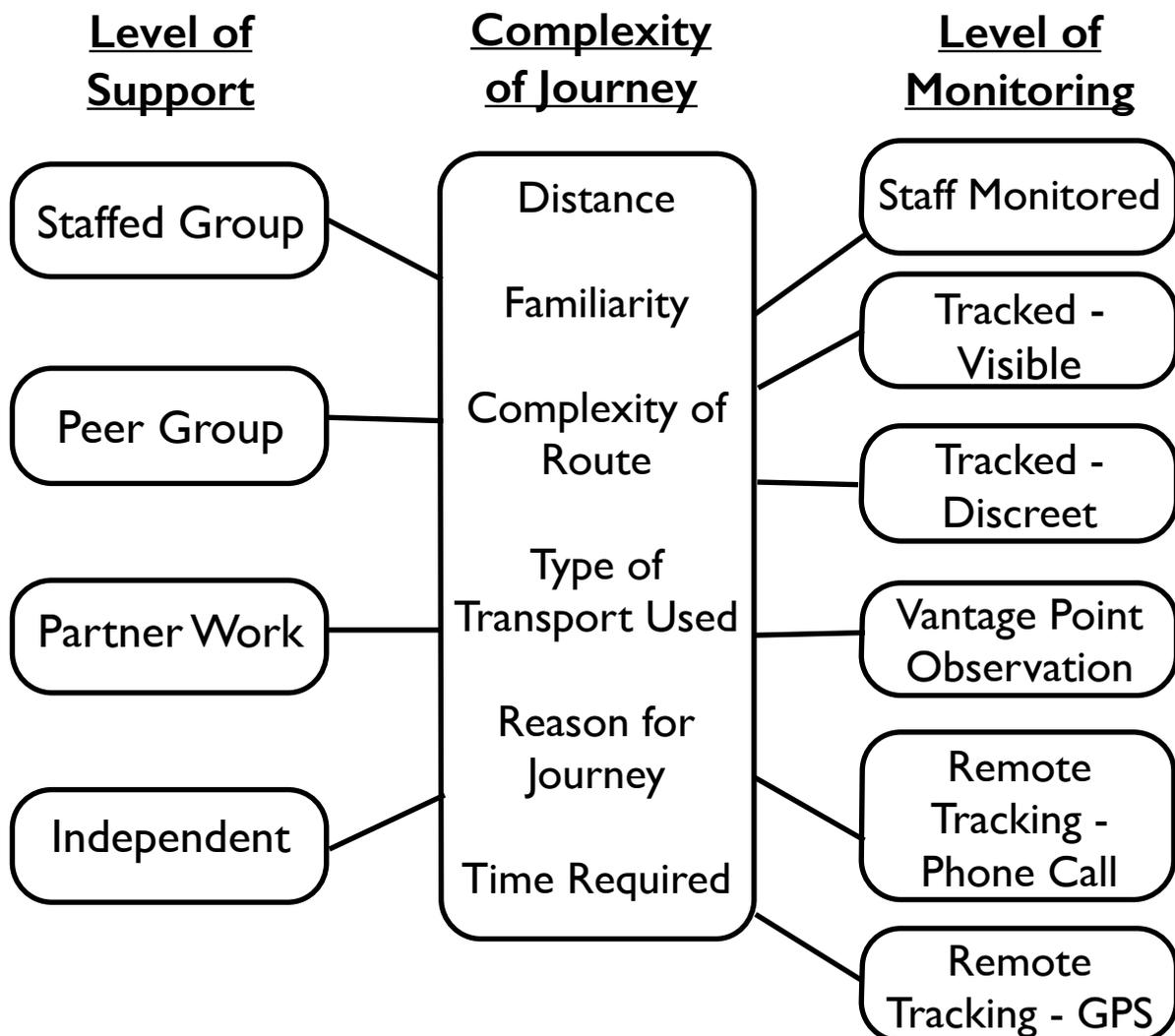
In all of these areas we aim to teach students to learn how to use technology in ways that can enhance their lives, giving them access to wider methods of communicating with people and to enjoying themselves along with being better equipped to make choices. Those choices could be both for immediate decisions as well as ones which require them to gather information to take time to think over and then react.

Functional PSD

The roots of this subject are firmly embedded throughout almost all of the other subject areas and further still in the ethos of the school. Learning the skills for and having the opportunity to explore real life situations forms the foundation of this curriculum area. It is essential that the students are provided with age appropriate and socially relevant situations which require them to learn and display the necessary attributes needed for every day living, both in and out of the home. The students not only learn the practical skills for living, but also develop the

understanding of why and when to best use them and how to do so safely.

Community Life Skills - Students will become active members of the local community. This focuses on learning how to move safely and efficiently around the town either on foot or using public transport, perhaps even ordering a taxi. Each journey is carefully risk assessed to take into consideration the level of support and monitoring required, based on the individual pupils need and the complexity of the journey. (See diagram below). It also involves learning the social etiquette that is required in the library, Post Office, leisure centre and bank. It is about learning how and when to queue, be polite or complain! The students make informed choices about services and products that they require, perhaps ordering from a menu in a restaurant. In essence, the students learn how to be an active citizen in their own community.



Functional Numeracy

Domestic Life Skills - Within the home situation, students learn how to manage themselves and their belongings in a safe and appropriate manner. This includes all aspects of home life and again combines the skills required to complete the task alongside the understanding of why and when such tasks should be completed. Domestic Life Skills involves all students across the entire ability range and, as with all other areas of the curriculum, is effectively differentiated to meet the individual needs of each student.

Hygiene and safety play a key part in all areas of work within the subject. Students learn the basic principles behind keeping themselves and their belongings clean and safe whilst working within a range of contexts. Students learn to take greater control over their domestic life and develop greater independence over elements or all of their home life. This may take the form of planning and preparing a simple meal, stripping and making a bed, washing or ironing items of clothing.

Personal Finance - Students learn about managing their finances. This includes investigating and experiencing the services of financial institutions. They increase their awareness of the value of money, what factors determine whether items are good value and also learn about the benefits of research including shopping around and internet shopping. Personal finance also requires applying accountancy skills to everyday situations and students develop their ability to establish approximately if they have enough money for required items, how much change should they roughly receive and other more general budgeting skills. This includes the difference between fixed costs (i.e. rent), variable costs (i.e. bills) and how these affect individuals' disposable income.

Time Management - This is a crucial aspect of all of our lives. Students build on their knowledge of time and develop their understanding of responsibility in relation to time. For example knowing that if they have an appointment they need to ensure they allow enough time to get to their appointment. A general appreciation of time and its increment lengths is key to this. The ability to read analogue and digital times and solve problems relating to lengths of time is also important. For

example “What time will it be in half an hour?” or “How long will it take you to get to your interview?”.

An important aspect of time management is understanding the consequence or implications of being / not being punctual and how the implications vary depending on the situation.

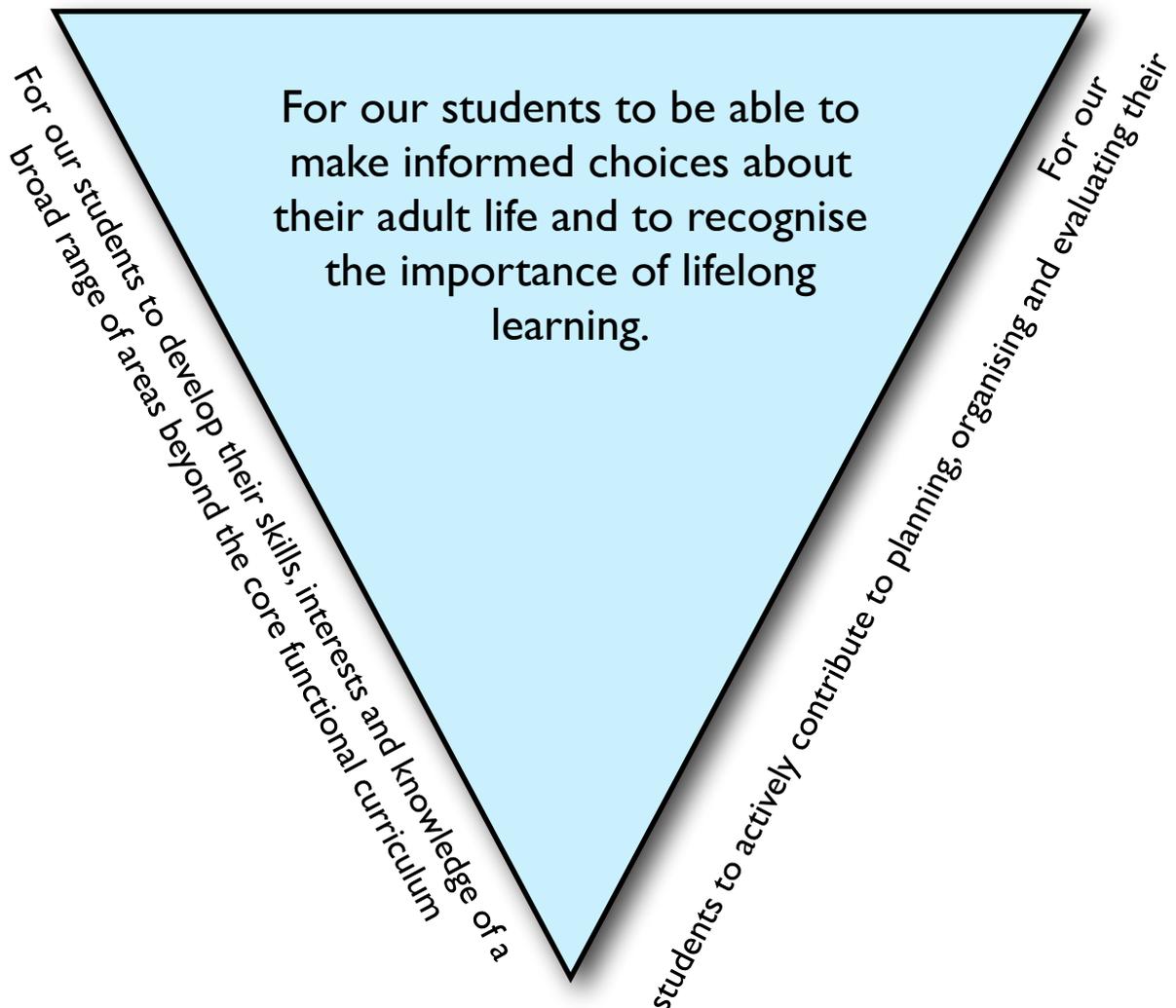
Measurement - This provides opportunities to build on a knowledge of size and its impact. Students begin to develop more accurate skills in estimating and measuring. Part of this may build on Intellectual and Reasoning Skills, for example solving problems by looking for obvious clues - i.e. a three metre long shelf will not fit in a one metre wide gap. It also builds on the processes of measurement and how this informs decision making. Other important measurement skills link to complex accurate measuring for example in home improvements or cooking, and more straight-forward measurements such as to how much food to buy depending on how many people will be eating it.

Application of Number in Everyday Life - This encompasses how we all apply our awareness of number and its value to everyday life experiences. Central to success in this area is the ability to effectively and consistently transfer skills and knowledge from all Numeracy strands and apply them relevantly to everyday situations. In planning it is important to identify all possible opportunities for students to apply key skills to enable their greatest level of independence. This may be delivered through a combination of skills such as working out how long it will take to travel somewhere by completing subtraction problems using a timetable, or working out how many ingredients you need when cooking for a larger group, by using multiplication skills.

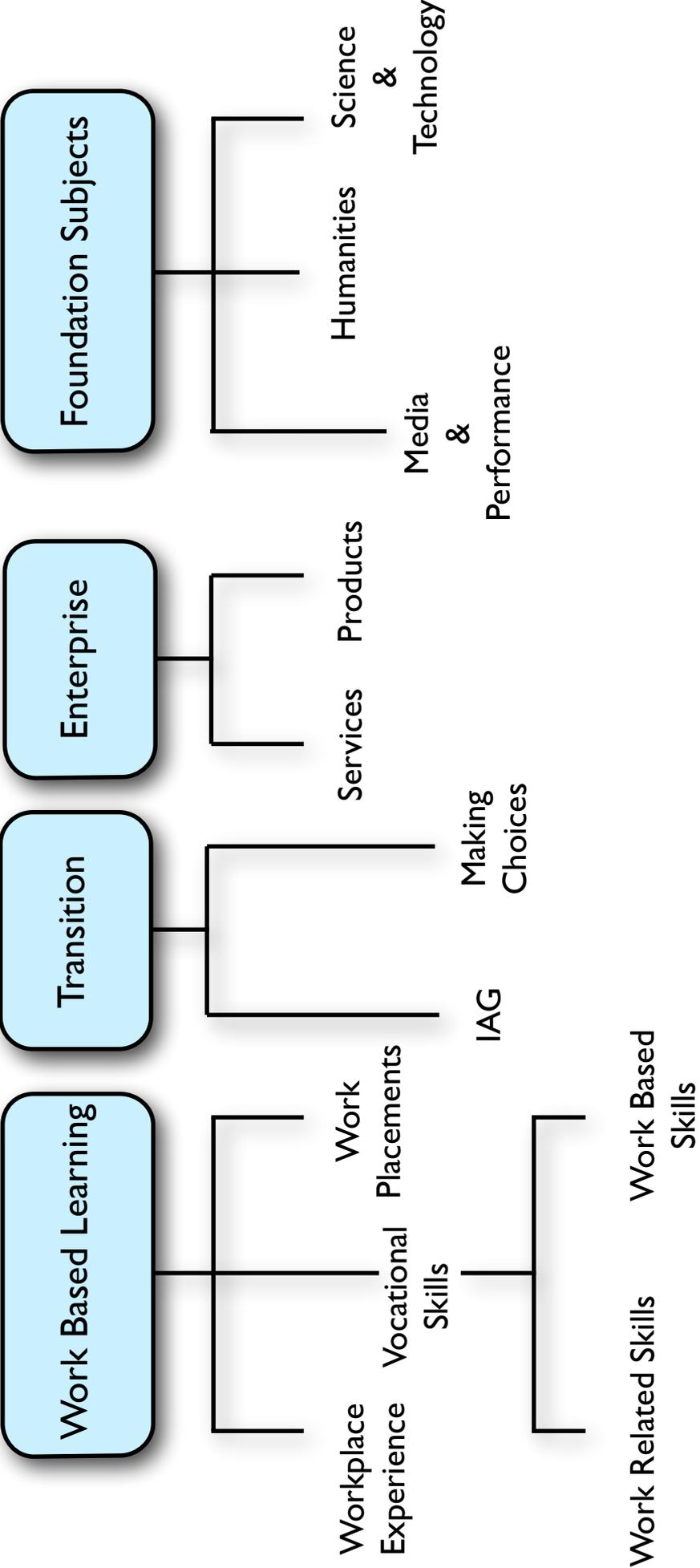
Vocational and Subject Based Learning

Aims for teaching Vocational and Subject Based Learning are as follows:

For our students to identify skills and knowledge needed for a range of types of work and experience real working environments



THE CURRICULUM FRAMEWORK FOR TEACHING VOCATIONAL AND SUBJECT BASED LEARNING



DETAILS OF THE CURRICULUM FRAMEWORK FOR VOCATIONAL AND SUBJECT BASED LEARNING

INTRODUCTION

Whilst it remains important for our students to experience a broad and balanced curriculum at Post-16, vocational learning is a strong focus throughout the extended range of curricular areas known as Foundation Subjects. Students are introduced to a wide range of jobs and skills that relate to subjects such as Art, Science and Geography. Along with learning about how people use subject based skills in their careers, our students also find out about how interests in these subjects can lead to life-long hobbies and interests which can be shared with other people.

This section also encompasses opportunities to develop skills within an enterprise scheme, as well as recognising the importance of extending knowledge and understanding of the skills necessary to operate effectively within the workplace.

ENTERPRISE

In our approach to the delivery of Enterprise Education our aim is to enable our students to contribute and add value to the local community. We want any enterprise scheme we enter into, to be able to stand alone on its merits and for the expectations of the students to be high and the outcomes exceed external expectations.

Students approach Enterprise Education through the two main strands of **services** and **products**. The students focus on learning about the general principles behind running a successful enterprise scheme and ensure that sound products and/or services are subsequently provided. In taking ownership of a business project, the students learn to manage and account for all monies, take responsibility for marketing and ensure that effective evaluations are carried out.

It is important to note that all enterprise education is in addition to any work experience provided during the students' time at the Griffiths Centre.

WORK BASED LEARNING

The opportunity to apply and develop learning within and about the workplace is one which features significantly within the broader educational entitlement on offer

within the Griffiths Centre. Students are enabled to generalise previously taught skills and learn new skills within meaningful workplace contexts. This combines work experiences, work related vocational skills, work based vocational skills as well as addressing the transfer from educational provision to adult services and the move towards finding meaningful employment.

Vocational Learning

Pupils are provided with a variety of opportunities to experience the working environment. The expectation is that for some students this is focussed on exploring the sensory stimuli on offer in the workplace, whilst for others it may involve a day long visit or even longer term placements. As with all aspects of provision the emphasis is on ensuring that the individual student's needs are met in a meaningful and relevant way.

Workplace Experiences - Students develop their knowledge and understanding of skills necessary to operate effectively within the workplace. This includes opportunities to explore subjects such as appropriate dress for a variety of working environments, the importance of time keeping and effective social interaction at work. This aspect of the curriculum is approached from the perspective of integrating the functional skills described above within work based learning opportunities.

Work Placements - Students are provided with structured opportunities to apply previously learned skills and to develop new work related skills within functional contexts. This involves going off site to visit suitable workplaces, as well as enabling local employers to come into the centre.

The provision of work based learning follows on from the development of work related skills.

Transition

Students have access to a phased programme of transition in order to enable the movement from childhood to adulthood to be as smooth as possible. This includes liaison with staff from all relevant centres and opportunities to visit the physical locations available to them. It is essential that effective communication between all services, the student and parents/carers is actively fostered and a proactive attitude encouraged.

Information Advice and Guidance - Students are provided with opportunities to explore what Information, Advice and Guidance (IAG) is available for them, where to find it and how best to use it. It is expected that they use multiple sources of information in order to help support them in making decisions regarding their short, medium and long term future. This includes the traditional areas of IAG such as employment or education destinations, but is supplemented with the sourcing and / or creation of IAG related to the identification and accessing of community facilities and resources.

Making Choices - Students work on developing their understanding of the significance of the choices they make in life, how to ensure the choices they make are well informed and how to ensure that their choices are communicated effectively to the right people.

FOUNDATION SUBJECTS

We have grouped the various subjects into three main areas: Media and Performance, Humanities, and Science and Technology. When students are working on these areas part of their work includes visits and talks by people employed in jobs directly related to the subject, which could vary from a lighting technician showing how their day to day work in a theatre contributes to performances, to a builder explaining about the different types of tools they have to use to cope with digging into different types of material (such as mud or rock). On some occasions individuals and whole groups may go out to visit people undertaking jobs of this sort rather than bringing the job to the school. Clearly, it is not possible for every lesson to involve visits and talks, but when students are working on a series of lessons linked to vocational awareness they are provided with as much practical experience of functional contexts as possible.

Along with looking at employment opportunities linked to subjects, students meet with and see the work of people who do not necessarily earn money through their activities. This could include members of an adult art class, or a local amateur football club. In all cases, the emphasis is on providing our students with interesting experiences that allow us to help them learn more about the subject itself, while developing their awareness of what adults do in their lives using those subjects.

Media and Performance

Students extend their knowledge and understanding of the Creative and Expressive curriculum through learning about Media and Performance. An awareness of creativity is core to this subject, whether it is a student's own creativity or someone else's. Media and Performance introduces students to different aspects of current popular trends in the Media and Performance industries. Students are given the opportunity to understand how the media is represented, how it works and careers available in a wide range of different areas within it. Students are also given first hand experience in all of these areas through class visits, discussion and our own iWise media centre.

Arts - Inspiration for developing a broader awareness of the arts is offered to the students through exploring individual artists, galleries and exhibitions. Real art work is produced as a result of inspired visits. An example of this would be enabling students to learn about music and its associated roles. Students might decide to make a pop video or produce and edit some original music by using appropriate technology. Students may decide to organise a visit from a local band or to a music festival to explore music which is new to them.

The Media - Students focus on learning about the role of The Media within today's society. This includes practical learning experiences such as researching, writing and producing print or online newspapers and podcasts as well as looking at The Media in more analytical terms. Opportunities to explore and develop media content for emerging technologies are also provided.

Theatre - Students are introduced to all aspects of the theatre. Performance through the eyes of the audience is one of the key areas. These include choosing genres, stories, music, set, characters, make up and costume design to suit and stimulate the target audience. Careers in the theatre discovered through previous discussion are also explored, for example, make up artists, lighting engineers, front of house, costume and set designers and actors. People from the theatre may visit the students and discuss the wide and varied career opportunities within the theatre world.

Students are also given the opportunity to visit a selection of famous theatres to experience plays, musicals, pantomimes and ballets.

Science and Technology

Science - Students extend their knowledge and experience of scientific phenomena and have opportunities to explore the world around them through experimentation, creative thought processes and analysis. The link between science and their experience of life is strengthened through looking at technology, industry, business, medicine and science's impact on them as individuals. Students have opportunities to visit a range of science based museums or centres of interest in order to develop their understanding of the relationship between science and their lives.

Students explore the education of sustainability through the impact that energy has on their everyday life and how the creation and use of energy can affect us in both the short term and the long term. They are provided with opportunities to consider the dangers caused by energy and how to use it safely.

Students explore the use of materials and how they can be affected by which materials are used for specific purposes. They develop their ability to make informed choices when selecting materials for specific jobs. Students explore how and why materials change when they are exposed to different environments and which of those changes are permanent and which can be reversed.

Students explore the biological processes that they go through in order to live and consider the conditions necessary to promote life. They develop a better understanding of nutrition and personal care and how changes to these can have both positive and negative effects on themselves and their everyday lives.

Technology - Students have the opportunity to investigate how design and technology influences their lives and how they can use it to their advantage. In particular they address home maintenance and how to perform these tasks safely. They address the use of materials in everyday life and how to make choices with

regard to materials depending upon the job that needs to be done. Students evaluate the effectiveness of tools and materials with regard to how they perform their designated role.

Humanities

History - Students have opportunities to explore and investigate the influence that history has on their lives. This includes an understanding of chronology and sequences of events, how events can have an impact over both the short and long - term and how to find out more about past events by using resources such as libraries and museums as well as technology. This is approached with a view to enabling the students to have a greater awareness of how apparently disconnected events can result in their lives being affected.

Geography - Students work towards having a greater understanding of finding their way around the environment with as great a degree of independence as possible. They develop the skills necessary to use mapping information in a range of environments for a variety of purposes using the full range of available sources and technologies. They develop a greater knowledge of how their actions can influence their environment both positively and negatively and in terms of their local environment as well as the wider world. They have opportunities to compare and improve their awareness of other countries and how the relationship between the country in which they live and others around the world, can have an impact on their lives.

RE - Students have opportunities to explore the role of religions and faiths within their lives and within the wider community. They develop the skills necessary to be able to recognise the role religion and faith play in their day to day life, the lives of others and how this knowledge can be used to better enable them to navigate life's fundamental experiences.

**INDIVIDUAL
EDUCATION PLANS,
PERSONALISED
TARGETS
AND
RECORDING
ACHIEVEMENTS**

INDIVIDUAL EDUCATION PLANS, PERSONALISED TARGETS AND RECORDING ACHIEVEMENT

Within the centre's curriculum framework all young people are taught through the use of highly structured learning contexts, the effectiveness of which is dependent upon how the tasks are broken down. By adopting an ordered step by step approach and building upon skills already learnt, the student is much more likely to succeed and apply their skills in meaningful, functional settings.

Individual files kept on each young person are passed on with them as they move up the centre. These files are open to parents and carers and contain :-

- Record sheets relating to Individual Education Plans, personalised targets and assessments
- Past Annual Review Reports
- Action sheets related to Annual Reviews
- Written individual management plans, if appropriate
- Toileting and care routines, if appropriate
- Record sheets relating to work in the areas of Personal and Social Development, Skills for Life and Learning and Vocational and Subject based Learning.
- City and Guilds accreditation evidence and certificates
- Work experience related evidence

There is also access available to the files relating to the student's schooling at Frank Wise School to ensure continuity when progressing from the school to the Griffiths Centre.

The individual files are divided into core areas of the centre's curriculum. All personalised targets are stated in writing and the student's progress is recorded. This captures the breadth of contexts in which the individual targets are addressed and how success is defined within learning environments which have a greater degree of uncontrolled variables. e.g. If a student is unable to demonstrate a particular skill because of unexpected community based factors, then we may not consider this a failure, but rather an opportunity to explore further with the student.

Personalised targets also record the student's response and how much prompting is necessary to achieve each step of the objective as well as the degree of familiarity the student has with the learning context. There are usually opportunities to work on their targets every day and, therefore, the rate of learning is recorded automatically.

A simple coding system is used to note whether the student needs, for example, physical prompting, additional verbal prompting or whether they can complete the step unaided, independently or spontaneously. Having such a standardised system facilitates consistency given that different adults will be teaching the programme.

Frank Wise School Coding System

- X = No response/cooperation
(This means the child did not attempt the objective not he tried and failed)
- I = By imitation/copying a model
- PP = Physical prompting needed
- GP = Gestural prompting needed
- VP = Additional verbal prompting
(This means help with the actual task not verbal encouragement aimed at keeping the child 'on task')
- U = Session/trial done unaided
- CA = Choice array (usually denotes amount of teaching materials presented per session/trial)
- SL = Sign Language

Additional Griffiths Centre Codes

ADDITIONAL GRIFFITHS CENTRE CODES

- Ind = Independently completed - As 'unaided', but without the resources provided for the student
- Sp = Spontaneous - As 'independent', but without the need to be asked to complete the task by a member of staff
- Con = Consistent - Indicates a degree of success in more than 75% of occasions
- Inc = Inconsistent - Indicates a degree of success in less than 75% of occasions
- Fam = Familiar - completed in contexts which are well know to the student
- Unf = Unfamiliar - completed in contexts which are unknown to the student

The personalised targets written by teachers for individual students may have objectives relating directly back to the Frank Wise School Curriculum database, the Frank Wise School Curriculum Framework, as well as the Griffiths Centre Curriculum Framework.

Teachers need to break down some objectives into small steps. By analysing a task, a teacher can assure maximum success for the student. To carry out a task analysis, the teacher needs to calculate all the possible steps towards completing the objective.

The criteria for success is defined in two ways. First, the number of correct responses per teaching session in order for the student to achieve the desired outcome (e.g. 3 out of 3 per session). Then, the number of consecutive teaching sessions in which the desired outcome must be achieved before that particular stage is completed (e.g. Sp × 3 per stage.) The completion of a stage is marked by diagonal lines when the criteria for success has been achieved, at which point the student will start working on the following stage. The intention is that we ensure that the student has demonstrated consistently that they have grasped the concept or skill. However at this point the particular target being worked towards may, where appropriate, be maintained in order to be further assessed within a broader range of social contexts.

Various types of reward may be used as different ones will be appropriate to different students. Generally, there are three types of rewards - personal (praise, high fives etc.) activities (a favourite game, resource, etc.) and, in extreme situations, edible. It is hoped that as a student matures these tangible rewards can be faded out so that completion of the teaching programme is intrinsically rewarding. We would always hope to phase out edible rewards as quickly as possible. In addition to this we also encourage our students to reflect on the nature of their own achievements and the value and importance of success for its own sake, rather than in order to receive a specific reward.

Frequency of reward and indeed reward at all, again depends upon the student and the teaching programme. At first, when a student is finding a programme very difficult, it may be appropriate to reward every time he or she tries to do what you want. As the student begins to master a task it may be appropriate to reward less often, perhaps only right at the end of the teaching session. Often, over-rewarding can interrupt the flow of a teaching programme and actually distract rather than motivate a student - hence it is important for a teacher to be sensitive to conditions under which a student works best.

SUPPLEMENTARY RECORDS OF ACHIEVEMENT

All the young people attending the centre have their own DVD on to which achievements are edited during the year and sent home at the end of the Summer term.

Each student leaves the centre with evidence of significant personal, social and educational achievements. The intention is that this additional information will effectively communicate skills and competencies in a way which makes it accessible to prospective employers and other professionals, as well as to the student's family. It should also serve to challenge perceptions regarding the capabilities of young people with learning difficulties and raise expectations among those who come into contact with the student beyond school. In doing this we would hope that it would help to maintain the momentum built up by the student whilst at the Griffiths Centre.

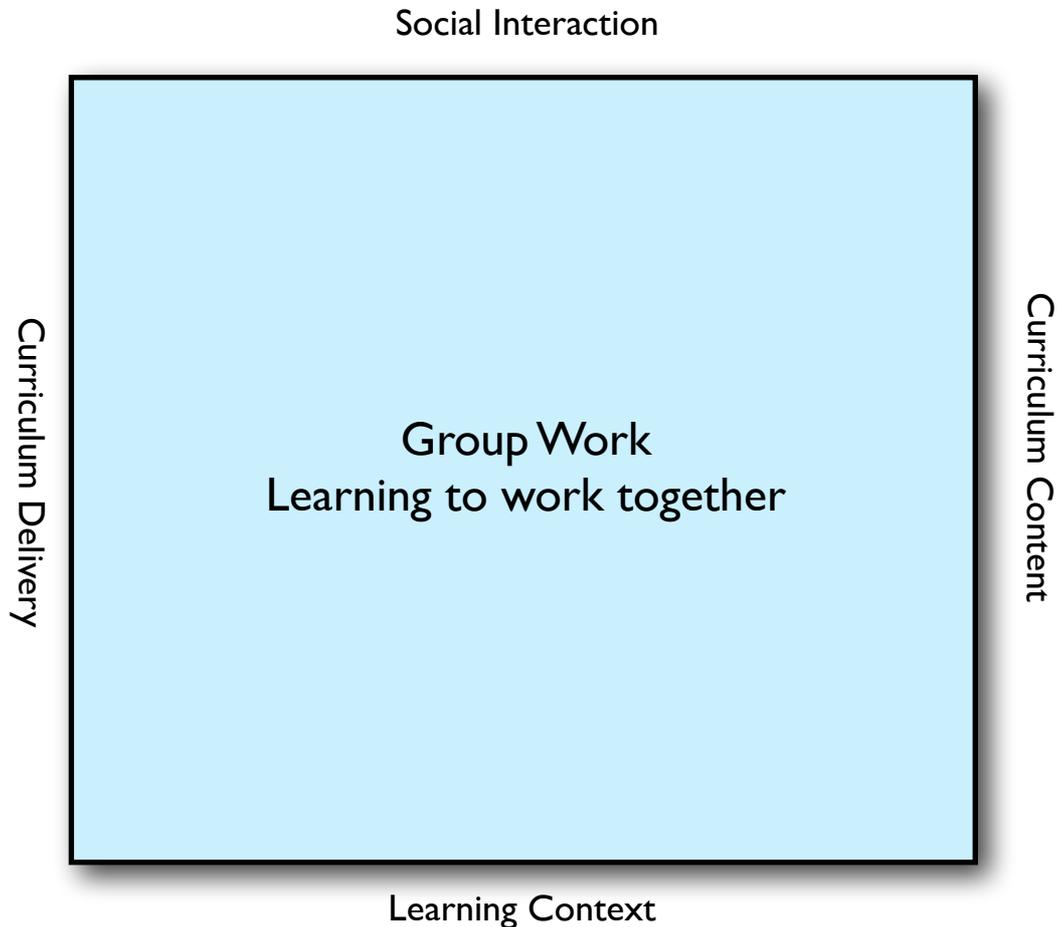
This final package could include four methods of recording achievement - written, photographic, audio and visual - and is intended to contain the student's selection from all of the information collected and sent home over the years.

N.B. These records of achievement are supplementary to the school's own daily recording system previously described. They are not intended to stand alone as a record of the student's school career and certainly do not replace the detailed developmental recording of individual teaching programmes which are compiled on a curricular basis.

**GROUP WORK
AND
GENERALISATION
OPPORTUNITIES**

GROUP WORK

learning to work together



As the above diagram illustrates group work has four main aspects, all of which need to be present before a teaching session can be fully effective. These are curriculum content (i.e. what we teach), curriculum delivery (i.e. how we teach), learning context (i.e. where we teach) and social interaction (i.e. working together).

Curriculum Content

- Group work can be used to generalise and develop skills and concepts that students have already learnt.
- It affords opportunities both to teach new skills and concepts in familiar curriculum areas and to provide new experiences in less familiar contexts. The recording of a student's progress is through the centre's standard recording system.

Curriculum Delivery

- Group work affords increased opportunities for variety in curriculum delivery.
- Group work and personalised targets are related methods of teaching. Therefore, it is important to stress at this stage that individual teaching (as outlined in this framework) is primarily taught through functional group work.
- Group teaching can combine skills and curricular areas in a way that maximises the functional potential. These occasions are invaluable and enable our students to demonstrate their capabilities in life based situations.
- Group activities enhance our scope as teachers to maintain a broad and well balanced curriculum and to differentiate activities to meet the abilities of each individual group member.
- Group work allows us to impart information to a number of students at the same time, again considering individual abilities and levels of understanding.
- Group work offers variety to students and staff alike. It is this diversity that can sustain student motivation and make the learning process fun.

Social Interaction

- Participating in group activities enables students to develop their ability to effectively engage with others.
- It provides opportunities for students to broaden their learning responses, to learn new skills from each other, including appropriate behaviour, and to consider the needs of others.
- Group work can be an enjoyable and effective way of building a young person's confidence, take greater responsibility and develop their sense of self.

Learning Context

- Group work activities in different functional settings ensure that students have the opportunity to apply knowledge in a range of familiar and unfamiliar locations, supporting them to develop the ability to demonstrate their capabilities more widely.
- Using different settings as a teaching tool helps to enable us to assess the extent to which a particular skill or concept has been fully generalised and the extent to which support structures beyond the school can be effectively utilised.

Generalisation Opportunities

Learning to work on your own

As the name implies, generalisation opportunities are aimed at extending and consolidating skills learned through personalised targets and group work. An important principle of generalisation opportunities is that students work at them on a less closely supervised basis and are expected to complete them with the minimum of adult intervention.

The main reasons why we feel that generalisation opportunities are important are ...

- Skills can be generalised using materials which have not been used during the delivery of the original personalised targets.
- Skills can be generalised within contexts and locations which have not been used during the delivery of the original personalised targets.
- As they become experienced at generalising their knowledge, students can be given increased responsibility for organising their own learning.
- It will often be appropriate for students to choose their own generalisation opportunities. The opportunity to choose is one which is often denied to our students; generalising knowledge can promote self-esteem by allowing students to express preferences.
- By their very nature, generalisation opportunities can encourage an exploration of choice and the consequences which come with this.
- Through the appropriate selection of generalisation opportunities, teachers can evaluate whether skills which were learned some time previously have been retained.
- Generalisation opportunities can enable students to apply learning within real life contexts, managing both positive and negative situations resulting from uncontrolled variables.

It is the responsibility of each individual teacher to ensure that there is an overall balance throughout the school week between 1:1 work, group work and generalisation opportunities.

**INTER-SUBJECT
AND CROSS
CURRICULAR
ISSUES**

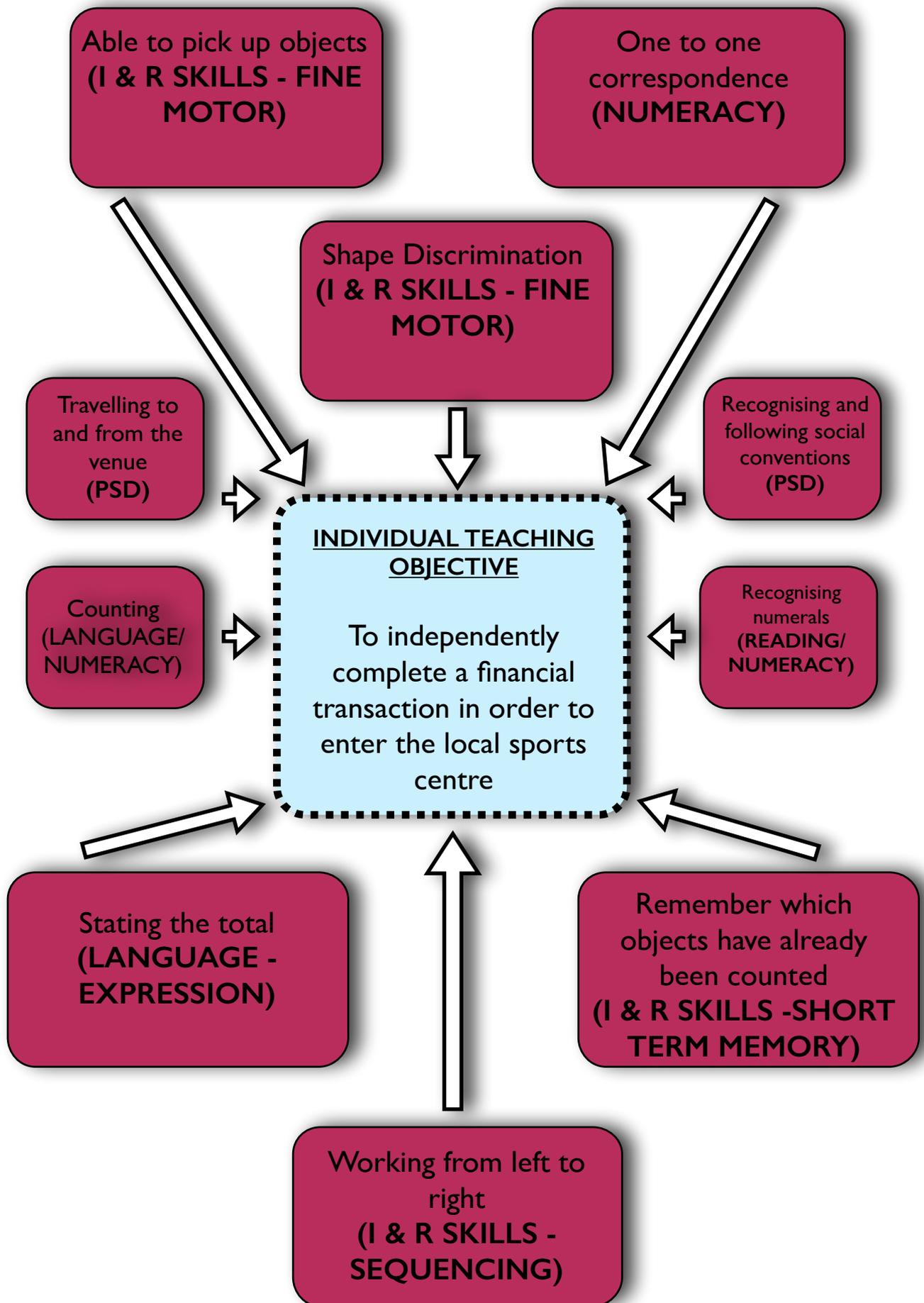
CONSIDERING INTER-SUBJECT LINKS

So far the Griffiths Centre @ Frank Wise School Curriculum Framework has outlined our three Core Areas and detailed how these are broken down into their respective component parts. In analysing the curriculum in this way to ensure individual needs are systematically and carefully met we must also emphasise that we fully recognise and endeavour to respond to the complex links that exist between these subject areas and where learning takes place. Incorporating these links, particularly in group work, presents particular challenges for us as teachers of young people with special educational needs. However, we have found that integrated curricular and contextual links do help us to :-

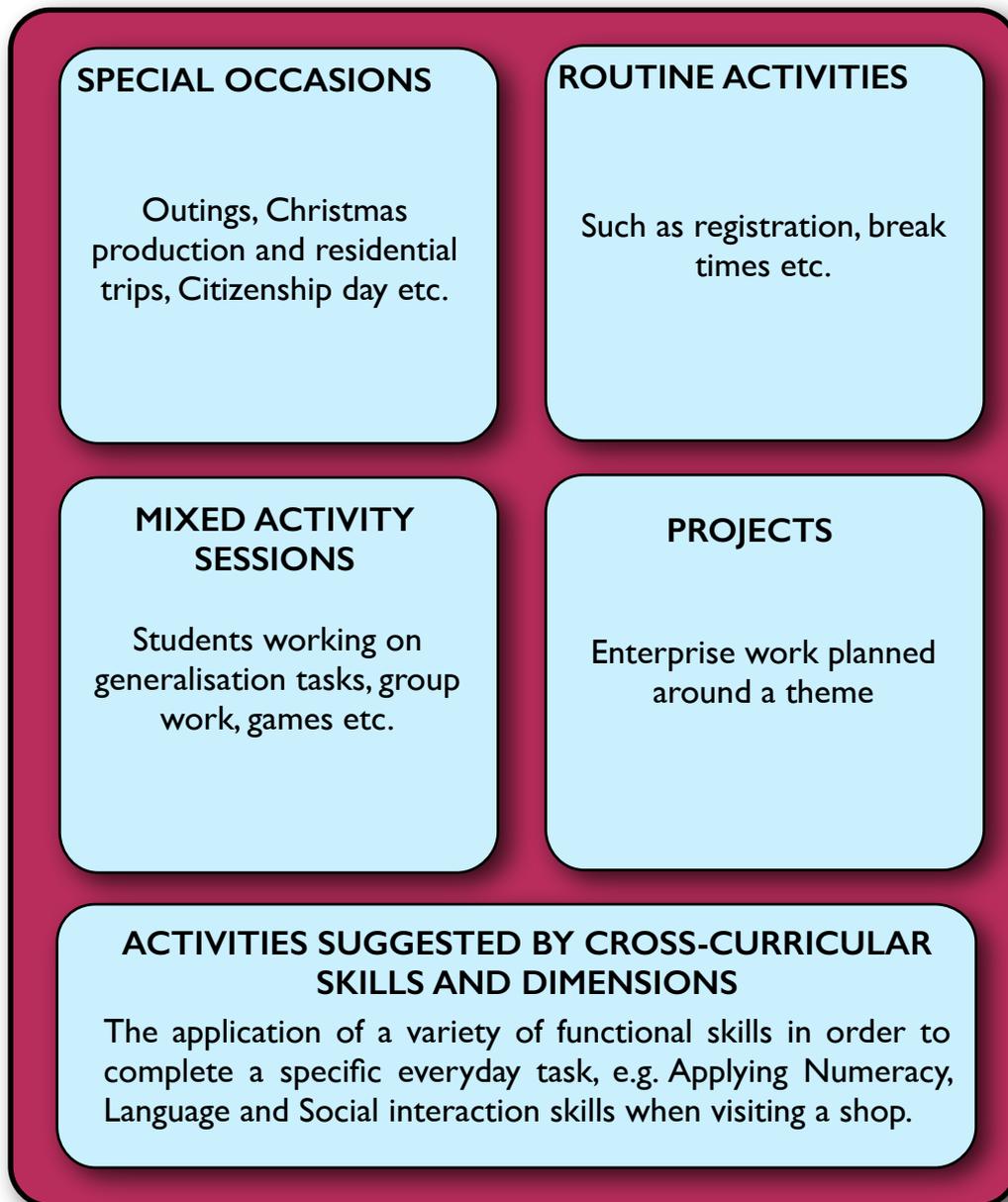
- plan and record group work while taking account of individual students' priorities and responses.
- fully exploit the links between functional learning and National Curricula.
- reconcile the demands of functional learning with our own curricular aims.

Much of our teaching has to be inter-subject in nature. For example, teaching a young adult feeding skills requires consideration of a wide range of other curricular areas - physical development to ensure the student is correctly positioned, fine motor co-ordination for holding the spoon, language development for understanding the teacher's instructions, cognitive development for sequencing skills, and so on.

Another example of the way subjects may be linked could be graphically illustrated as highlighted on the following page :-



The sort of teaching contexts which we would use to promote functional learning are as follows :-



CROSS CURRICULAR AND CONTEXTUAL ISSUES

The shift in balance towards a predominantly context based approach has provided a catalyst for development of the centre's curriculum framework. We also believe that a context based approach has helped to enhance and broaden the curriculum we can offer to many of our students, not just in terms of gaining new skills and knowledge but also in providing new challenges for us as professionals in tackling contextual issues for our students. Addressing issues relating to contextual learning has helped us in our work, particularly in focussing on the skills and dimensions they have identified :-

FUNCTIONAL LEARNING CROSS CURRICULAR SKILLS AND DIMENSIONS

DIMENSIONS

- All aspects of equal opportunities
- Education for active participation in society

SKILLS

- Functional Communication
- Functional Numeracy
- Functional ICT
- Functional Personal and Social Development
- Independent active involvement in the community
- A greater degree of personal independence

We would also identify four broad development statements to assist us with our cross-curricular work :-

- the development of values, attitudes and beliefs.
- the development of knowledge and understanding.
- the development of policies for planning, co-ordination and management.
- the development of quality in teaching and learning.

We recognise these common threads intertwine and overlap and, therefore, strive to make them an integral part of our centre's overall philosophy and practice when considering curriculum development.

Our students need to be specifically taught skills as they may not necessarily acquire even basic everyday functional tasks without direct teaching or carefully planned intervention. We believe that this is also true of cross-curricular and contextually different dimensions, skills and themes. Although the Griffiths Centre @ Frank Wise School Curriculum Framework provides guidance for a balanced selection of appropriate teaching objectives throughout the subject areas we also need to enable our students to learn effectively across the curriculum. All of the cross-curricular skills identified are firmly established within the centre's Curriculum Framework, are reasonably straightforward to understand and are detailed elsewhere in this booklet. They are all highly pertinent and form an integral part of our individual learning approach. We also fully recognise the importance of our students being able to transfer these skills, independent of context and that they should be developed in many different contexts across the curriculum and within a variety of meaningful and functional everyday contexts.

However, the dimensions of cross-curricular work for this centre may need more exemplification. At this point it may be useful to read again the aims of the centre. These clearly state a carefully thought out set of shared attitudes, beliefs and values for all our students. We believe Personal and Social Development (including citizenship), ensuring equal opportunities, education for an actively independent life, in which our students can meaningfully contribute to the communities in which they live are all so important that they form an integral part of our curriculum. Often students with severe and multiple learning disabilities have limited experiences and opportunities to develop competent social skills. Therefore, ensuring that our students are taught a wide range of personal and social skills, often through individualised teaching, that can be applied within a variety of different contexts, is very much part of the school's curriculum content.

However, this is only one facet to our work as cross-curricular dimensions often form less tangible aspects of our teaching. Through total staff commitment we try to ensure

that positive attitudes and rights of access to appropriate learning are afforded to all our students irrespective of gender, cultural heritage or individual learning difficulties. The school's aim to develop in all our students a sensitivity and respect towards the needs of others requires equally careful whole centre planning. We understand many of these skills and attitudes are not learnt through specific individual teaching but by consistent responses from all the adults working with a student. Therefore, within the centre the teacher/young adult relationship and the attitudes and approaches of staff are crucial to cross curricular work. Ensuring every teacher is fully committed to each student as an individual with individual needs is, for example, an essential part of our working life. Obviously the best possible relationship combining mutual respect and tolerance is expected because there is always the tendency for young adults to imitate the teacher and adopt his/her ideas, attitudes, practices and sayings.

Looking wider than the teacher/student relationship and staff attitudes, **cross-curricular dimensions** are also influenced by a whole host of organisational issues such as how we group the students within the school, our policy towards parental involvement, and our links with the community and other schools. At the Griffiths Centre all these aspects of our work are taken very seriously. Therefore, the development of shared values, attitudes and beliefs has started with rigorous examination and mutual agreement by all the staff on these issues culminating in clearly stated whole centre policies. These are fundamental issues to which we are all fully committed. We also know we have to constantly review our policies and practices to create even better learning opportunities for our students. However, we have learnt we cannot do everything at once and have found our Development Plan a useful management tool. By clearly mapping out our route we are more likely to arrive at our destination.

Finally, the centre team all firmly believe it is important not to limit expectations of our students and that, irrespective of the severity of their disability, they are all entitled to a full, rich, balanced, and relevant curriculum.

**TIMETABLING
AND
MONITORING
THE
CURRICULUM**

TIMETABLING & MONITORING THE CURRICULUM

It is important that our students receive a broad and balanced curriculum which gives them the opportunity to learn new skills in a targeted and structured way but also gives them varied opportunities to use and generalise these skills in everyday contexts. However, as our students have very particular difficulties which need to be addressed if they are to make progress, both in terms of new skills and the ability to use existing skills meaningfully, it is necessary to prioritise so that opportunities to develop essential skills are provided with sufficient regularity for the work to be effective. We prioritise for individual students by setting targets at annual review which are to form the basis of individual teaching but we also prioritise certain curriculum areas in the way we timetable the curriculum across the centre.

If we chose to teach every curriculum area to every student every term there would not be sufficient time and opportunity to rigorously tackle personalised targets with sufficient frequency for our pupils to learn new skills and effectively apply previously learned skills to everyday contexts. Consequently we have developed a cyclical approach to curriculum coverage which ensures the curriculum is broad and varied enough to remain interesting and stimulating. Within the context of Post - 16 this relates to the Vocational and Subject Based Learning Element of the curriculum and aspects of the curricular enhancements.

Within the Griffiths Centre, units of work are often of variable lengths. This is in order to maximise the use of the community as a resource and to ensure that students have the opportunity for greater degrees of independence which are based upon individual need, capability and experience.



Timetable 2013 - 2014

The Griffiths Centre

● = PPA ● = Class Teacher

	Session 1 9.30 - 10.30	Session 2 11.00 - 12.00	Session 3 1.10 - 2.10	Session 4 2.10 - 3.00
Monday	SLL Skills for Life and Learning Functional PSHE	SLL Skills for Life and Learning Functional PSHE	VSL-Foundation Vocational and Subject based learning Humanities (Aut) Media & Performance (Spr) Science & Technology (Sum)	VSL-Foundation Vocational and Subject based learning Humanities (Aut) Media & Performance (Spr) Science & Technology (Sum)
Tuesday	SLL Skills for Life and Learning Functional Lang'	SLL Skills for Life and Learning Functional Lang'	PSD Health and Wellbeing	VSL-Vocational Vocational and Subject Based Learning
Wednesday	SLL Skills for Life and Learning Functional Num'	SLL Skills for Life and Learning Functional Num'	Physical Activities	Physical Activities
Thursday	Whole Group Swimming	SLL Skills for Life and Learning Functional ICT	SLL Skills for Life and Learning Functional ICT	PSD Citizenship
Friday	VSL-Enterprise Vocational and Subject Based Learning	SLL Skills for Life and Learning Functional PSHE	SLL Skills for Life and Learning Functional PSHE	Self Directed Learning/ Assembly

Whole Class Assembly: Registration, RE & Social Language

Lunch

Choosing Time: Diaries, collecting, preparing for home

MONITORING THE CURRICULUM

Our curriculum is monitored in a variety of ways, some formal, some informal. We provide opportunities for each teacher to observe colleagues teaching, we also use student shadowing as a method of monitoring learning opportunities afforded to our students. Our weekly curriculum workshops, staff meetings and Annual Reviews all inform the monitoring process.

Formal processes for monitoring the curriculum are described as follows: Personalised targets, student files and timetabling are monitored termly by a member of the Senior Leadership Team, who meets with staff to discuss current objectives and future planning for each young adult. The Senior Teacher for Post-16 provides information to the Senior Leadership Team regarding standards within the Griffiths Centre and reports directly to Governors on the development of Post-16 provision. Planning for other curriculum areas is monitored by the appropriate subject leader, adhering to the following procedure.

- In the first week of each term, subject leaders are given the appropriate written plans from the teachers who are covering their subject that term. (In the first week of the Autumn term, a copy of the long term plan for the year for each subject will also be submitted to the subject leader and the Headteacher).
- Subject leaders collate all written plans for their subject area and prepare a “*Subject Leader’s Report*” which summarises the overall school planning for that term and summarises class teaching observations. The report also outlines any future points for development. In particular this process will enable subject leaders to ensure across the school :
 - high quality provision for all students
 - clear subject development
 - coherence of teaching
 - balanced subject coverage
 - consistent planning
 - analyse the success of their subject’s contribution to the overall teaching and learning purposes of the school
 - set targets for specific subject improvement.

This report is then circulated to all teachers. Every term subject leaders lead a meeting with all teaching staff to discuss the progress of their subject and highlight any issues to consider for the future. This also informs whole school planning and future development.