THE GRIFFITHS CENTRE

FRANK WISE SCHOOL

POST - 16 CURRICULUM FRAMEWORK

CONTENTS

INTRODUCTION

Welcome to the Griffiths Centre curriculum framework. This documents builds on the foundations set by the Frank Wise School curriculum framework. The purpose of this document is to offer a comprehensive guide as to the purpose, content and functioning of the post-16 curriculum. The document is aligned with the Frank Wise School philosophy and aims. We continue to focus on meeting the individual needs of every young person within a community of their peers, even while having subtly different approaches and teaching programmes planned and carried out within the Griffiths Centre. This curriculum is constantly changing, responding to student needs and experiences. For example, we have incorporated relevant and potentially achievable aspects of national accreditation. Therefore, this document describes our curriculum framework as it currently stands.

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 that the provision reflects their changing age, irrespective of the pupil's level of ability. This is achieved in a number of ways. Work provided is age appropriate in terms of both the learning contexts and the resources used. Teaching and social areas are designed to reflect changing interests and social dynamics. The curriculum framework reflects changes in emphasis and priority. Significant life-markers are recognised and shared with students, for example when they turn 18 years old. However, the Griffith Centre is distinct in that students are not divided into discreet year groups, except for administrative purposes. This is in order to prepare our students for operating in a broader community of peers. This is a conscious decision, reflecting the wider community students are being supported to participate in, and equipping them to work in larger and more diverse groups.

A strong curriculum sits at the centre of a meaningful and effective education. This framework is concerned not just with 'what' is taught but also `how' and 'why' 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, which opened in 2007 for post-16 students. 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 reflects the age of the young person but also their specific learning requirements. As such, it is a developmentally appropriate curriculum.

Any curriculum development must be seen as the responsibility of all members of the school staff, and it must reflect the needs of the students. 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 shared sense of ownership and commitment towards our particular approach. It has led to a drive for consistency and continuity of learning for every student, as they progress through the school and into their Post-16 education at the Griffiths Centre. We believe consistency is an essential quality for students with learning disabilities to learn successfully.

Our curriculum is designed to reflect the significant step our young people make as they move from a Pre-16 to a Post-16 model of education. 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 builds on the pupil's existing skills by providing carefully structured ways for them be applied in functional, everyday contexts. It is a shift from a concept led model to a context based model of learning. Students learn to apply their skills, knowledge and conceptual understanding within a wide range of everyday situations.

We feel that this approach makes best use of the last few years of a student's statutory educational entitlement. We feel it best prepares them to achieve the highest degree of personal independence, and to become active participants in, and contributors to society.

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 pupil shadowing as another method of monitoring learning opportunities afforded to our pupils. Our weekly curriculum workshops, staff meetings and Annual Reviews all inform the monitoring process.

Two formal processes for monitoring the curriculum are described as follows. Individual teaching programmes, pupil files and timetabling are monitored termly by the Senior Leadership Team, who meet with each teacher to discuss current objectives and future planning for each child. Planning for other curriculum areas is monitored by the appropriate subject leader, adhering to the following procedure.

1) In the first full week of each term, subject leaders are given the appropriate written plans from the teachers who are covering their subject that term. (Prior to the end of the summer term, a copy of the long term plan for the forthcoming year for each subject will also be submitted to the leadership team and subject leaders).

2) Subject Leaders collate all written plans for their subject area and prepare a "Subject Leader's Report" which summarises the overall quality of 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 pupils
- coherent subject development
- coherence of teaching
- balanced subject coverage
- consistent planning
- analyse the success of their subjects 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.

3) Through the School Development Plan, subject leaders are able to promote whole school involvement in the development of their subject where appropriate. This will be informed initially by the outcomes of a Subject Audit, a formal three yearly appraisal of the subject's successes and any areas of development, linked to the school's three year development cycle and the analysis of pupil outcome data.
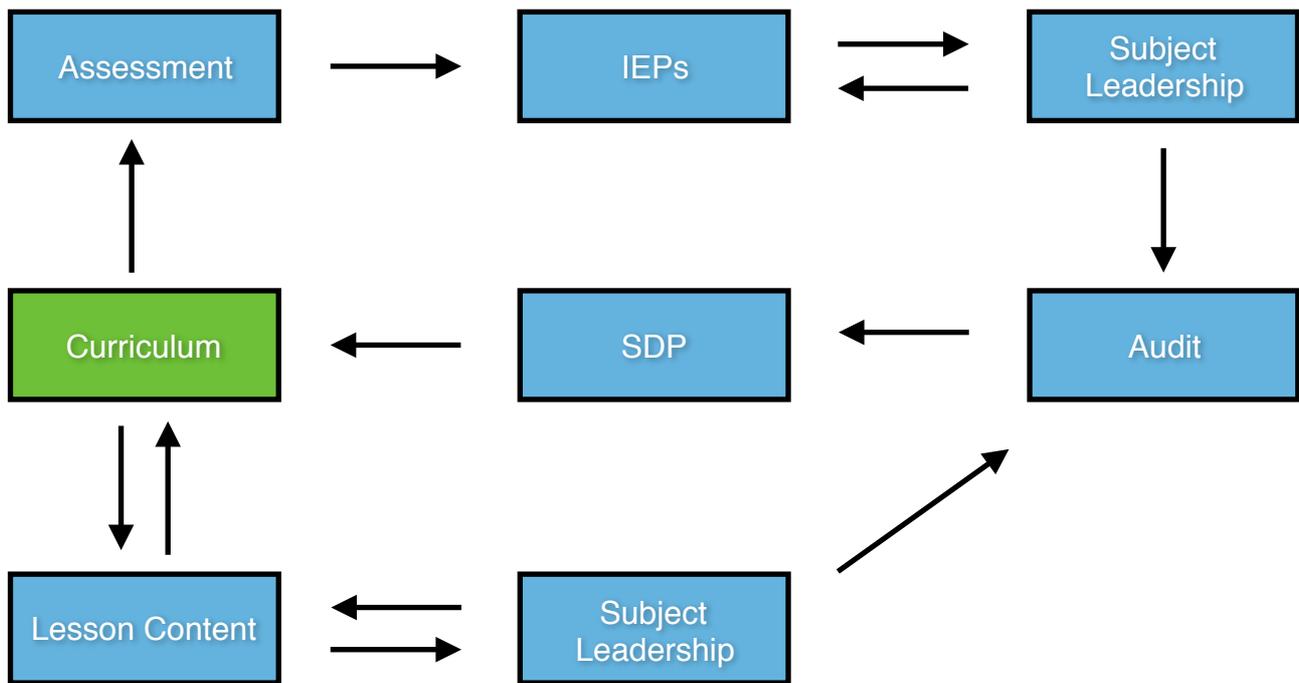
The diagram above illustrates how curriculum sits at the heart of what we do, being both informed by and informing the refinement of the education we provide.

This document then describes our educational aims and values. This is a philosophical framework, a rationale and a foundation for the subsequent carefully balanced curricular areas. Next there is a detailed curriculum framework. This is then followed by a description of our whole class activities, and how individual learning programmes are woven into the fabric of the school day. Many activities provide overlap between different curriculum areas, and our planning and assessment processes reflect that. However, it is vital that we not 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 the curriculum to ensure both subject coverage and quality of teaching and learning.

We trust that this framework will give a greater insight into the progress students make in the Griffith Centre, at Frank Wise School.

Post - 16 Curriculum

Accreditation
- Nationally recognised accreditation streams

IEPs
- Students' Individual Targets

Skills for Life and Learning
- Functional Communication
- Functional I & R Skills
- Functional Numeracy
- Functional PSD
- Functional ICT

Personal and Social Development
- Citizenship
- Health and Wellbeing

Vocational and Subject Based Learning
- Work Based Learning
- Enterprise
- Foundation Subjects
- Transition

The Griffiths Centre at Frank Wise School Curriculum Model

Philosophical

Shared Attitudes

Shared Values

CENTRE AIMS

STATE CORE AREAS OF THE CURRICULUM

STATE CURRICULAR AIMS FOR EACH CORE AREA

Shared Beliefs

SUBDIVIDE CORE AREAS INTO THEIR COMPONENT PARTS

IDENTIFY SUITABLE ACCREDITATION STREAMS

1. Write appropriate accreditation units to meet the needs of individual students.

and / or

2. Identify appropriate accreditation programmes to meet the needs of cohorts of students.

ASSESSMENT OF EACH STUDENT

WRITE TEACHING PROGRAMME FOR EACH INDIVIDUAL STUDENT TARGET USING TASK ANALYSIS TO MEET NEEDS OF INDIVIDUAL STUDENT

ENSURE OR DEVISE APPROPRIATE RESOURCES AND MATERIALS TO ENABLE OBJECTIVE TO BE ACHIEVED

MAINTAIN STANDARDISED RECORD KEEPING AND ASSESSMENT SYSTEM THROUGHOUT THE CENTRE

STANDARD ASSESSMENT TASKS

EVALUATION

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.
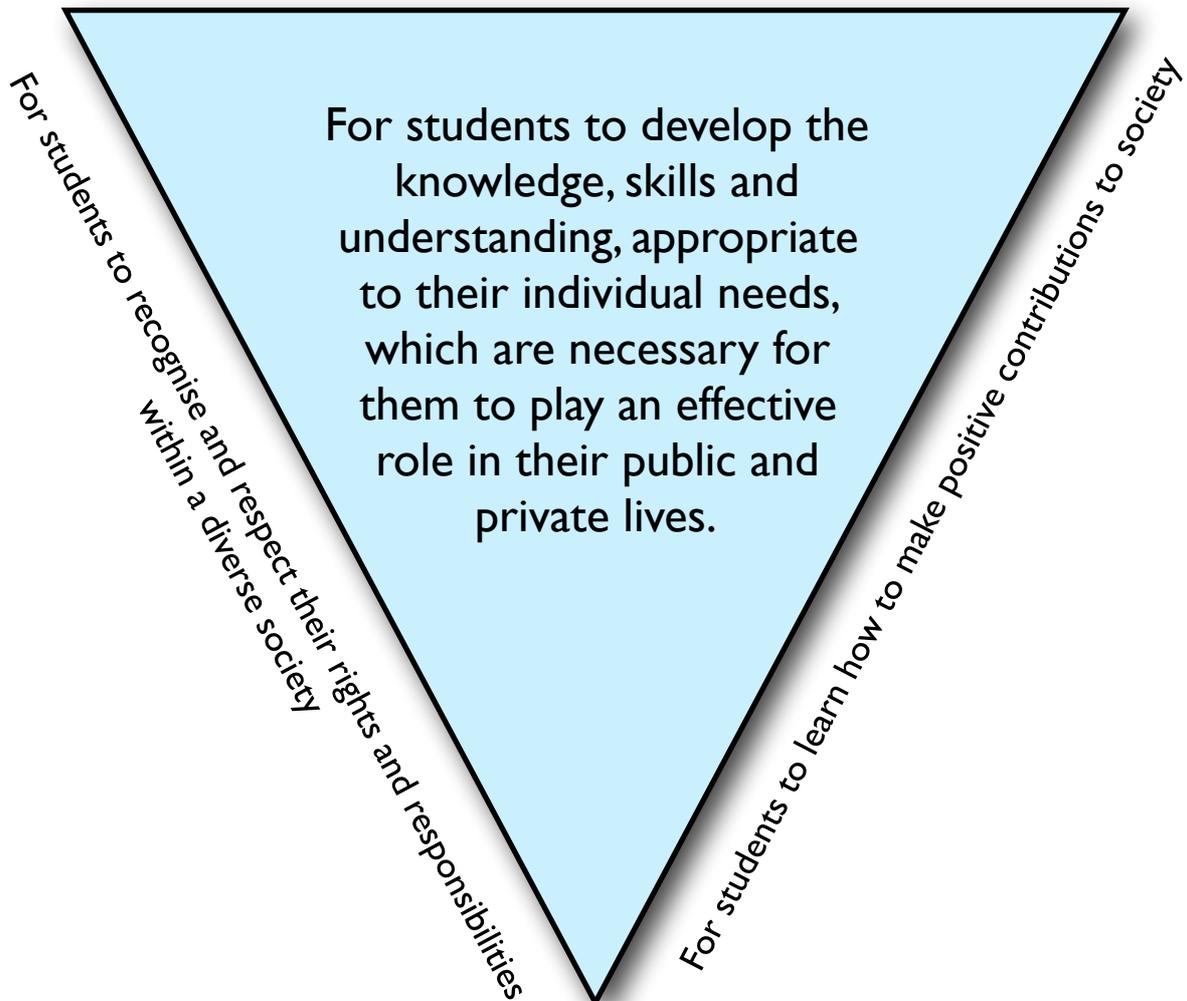
Therefore we aim :

- 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 ensure our students learn from, and in the community throughout the school week.

- To optimise the use of community resources and encourage community members to share our resources and facilities.

- To have an input into local mainstream and specialist partnerships.

- To ensure that every young person has the opportunity to access a range of independent advice and guidance to help them to understand their choices on leaving post-16 education.

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

For students to develop the knowledge, skills and understanding, appropriate to their individual needs, which are necessary for them to play an effective role in their public and private lives.

For students to recognise and respect their rights and responsibilities within a diverse society

For students to learn how to make positive contributions to society

THE CURRICULUM FRAMEWORK
FOR TEACHING
PERSONAL AND SOCIAL DEVELOPMENT

Citizenship

- Democracy & Justice
- Rights & Responsibilities
- Identity & Social Diversity

Health and Well Being

- Personal Identities
- Relationships
- Healthy Lifestyles (Including Physical Activity and Mental Health)
- Risk

Diversity

DETAILS OF THE CURRICULUM FRAMEWORK FOR PERSONAL AND SOCIAL DEVELOPMENT

INTRODUCTION

This is one word elsewhere in the document

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

It becomes more important as students make the transition into post-16 education that they have broader and more frequent opportunities to apply knowledge, skills and conceptual understanding to functional contexts. Students in the Griffith Centre are young adults who require structured opportunities to develop their personal independence, as they move from childhood into adulthood. This principle applies to all aspects of the Personal and Social Development curriculum.

The sub-sections are presented individually in this framework, but it should be noted that many of them are closely inter-connected, and it may well appropriate for them to be taught and assessed in parallel. We believe that this supports 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 that 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. They will reflect on moral, social and cultural issues, seeking to understand other people's experiences

Consequences - Students will learn that actions or decisions have consequences, which can be different for different people. Students will consider this at a personal level, as well as more broadly. Students will consider the consequences of anti-social behaviours such as bullying and racism on individuals and communities.

Social structures relating to justice - Students will learn why and how laws are made and enforced, including the role of the police and the courts. They will reflect on behavioural expectations within the Griffiths Centre, why they are there, and what happens when they are not met. They will reflect on how people who break rules should be treated.

Democracy - Students will learn what what democracy is and the institutions that support it. Students will consider the democratic structures and processes within school, such as the school council, and will learn about 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. Our students will have opportunities to reflect on the complex relationship between rights and responsibilities. They will learn to identify and appreciate the value of their own distinct viewpoint, and their rights to an action. However, they will also reflect on their moral responsibility to take the rights of others into account.

IDENTITY AND SOCIAL DIVERSITY

What is a citizen? - Students will learn what is meant by citizenship, and what a citizen is. They will reflect on their own identity, and how they can retain individuality within a broader community of citizens.

Diversity - Students will learn that society is made up of lots of different people and communities, each with their own identity, and that these can co-exist. Students will learn how they can identify in a wide variety of ways, based on gender, faith, ethnicity, nationality, regionality, sexual orientation, or political beliefs. They will learn that people with different identities can coexist peacefully.

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

Students will discover the breadth of opportunities available to them, as they access different leisure venues and sporting facilities in the Banbury area. They will learn the social conventions associated with public spaces, taking responsibility for organising themselves according to the requirements of the setting e.g. using a locker, hiring a cue, or wearing a wrist band. Similarly 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 experience leisure pursuits through other elements of the Personal and Social Development Curriculum. These sessions will promote a feeling of fun and relaxation in a less formal environment with their peers, rather than increasing physical fitness (although a certain amount of exertion may be required for some activities). By enabling positive social interaction to take place in a community setting away from school, it is hoped the students will independently choose to make use of leisure facilities later on in life.

RELATIONSHIPS

Students will learn that relationships with others is a fundamental aspect of our lives, but that they can have both positive and negative impacts on us. They will address the skills necessary to have effective relationships with people, including sexual relationships. There will be a particular focus on self advocacy. There is a danger that our students will experience life very passively, 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 variety of roles and responsibilities people have at school, at home and within the wider community. Active involvement in groups, teams and the community will be explicitly taught and promoted.

Relationships can cause people to feel strong emotions, both positively and negatively. A key part of the Personal and Social Development curriculum is the opportunities our students have to identify those emotions and understand how they can make them feel - as well as developing strategies for managing them.

RISK

Students will learn that risks can be both positive and negative, 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 develop their ability to respond to new experiences, to face challenges, and to take informed risks both personally 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, factors that can have an impact upon this, and the effect these factors can have on their own health and wellbeing, e.g. sleep, technology, exercise, smoking, drugs, or alcohol.

Pupils will explore ways in which personal qualities, attitudes, skills and achievements are valued, and their relationship to confidence and self-esteem. Students will be encouraged to explore how this affects them emotionally. They will consider how changes to personal circumstances, such as friendships, family, school and work, can impact on self-esteem.

DIVERSITY

Diversity is inter-related to all parts of the Health and Wellbeing element of the Personal and Social Development section of the curriculum. It is therefore anticipated that this will feature in all learning activities, rather than being dealt with artificially as a stand alone series of lessons. This will provide students with concrete learning experiences through which they can conceptualise what might otherwise be a particularly abstract and challenging concept.

It is also expected that students will learn to appreciate the breadth of diversity within the school and the wider community, for example ethnicity, religion, culture, ability or disability, gender, age, political views and sexual orientation. They will learn that all forms of prejudicial and discriminatory attitudes must be challenged.

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 emotional 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.

HEALTHY 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 learn to make informed choices about what they eat and when they eat, taking medical guidance or cultural beliefs into account.

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.

Students will learn to make informed decisions about core aspects of life, for example sleep, technology or exercise, understanding how much time spent on them is healthy. They will also learn to make informed decisions about substances such as drugs, smoking or alcohol, recognising dangers and keeping themselves safe. They will develop their understanding of legal vs illegal, linked to Rights and Responsibilities. Should this be capitalised?

Students will learn about mental health and emotional well-being, recognising that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa. They will learn to understand their own and others' emotions, and the development of healthy self-management strategies. Talking openly about mental health issues is an effective means of breaking down any associated stigma, and students will learn when to seek help, what help is available, and the likely outcome of seeking support.
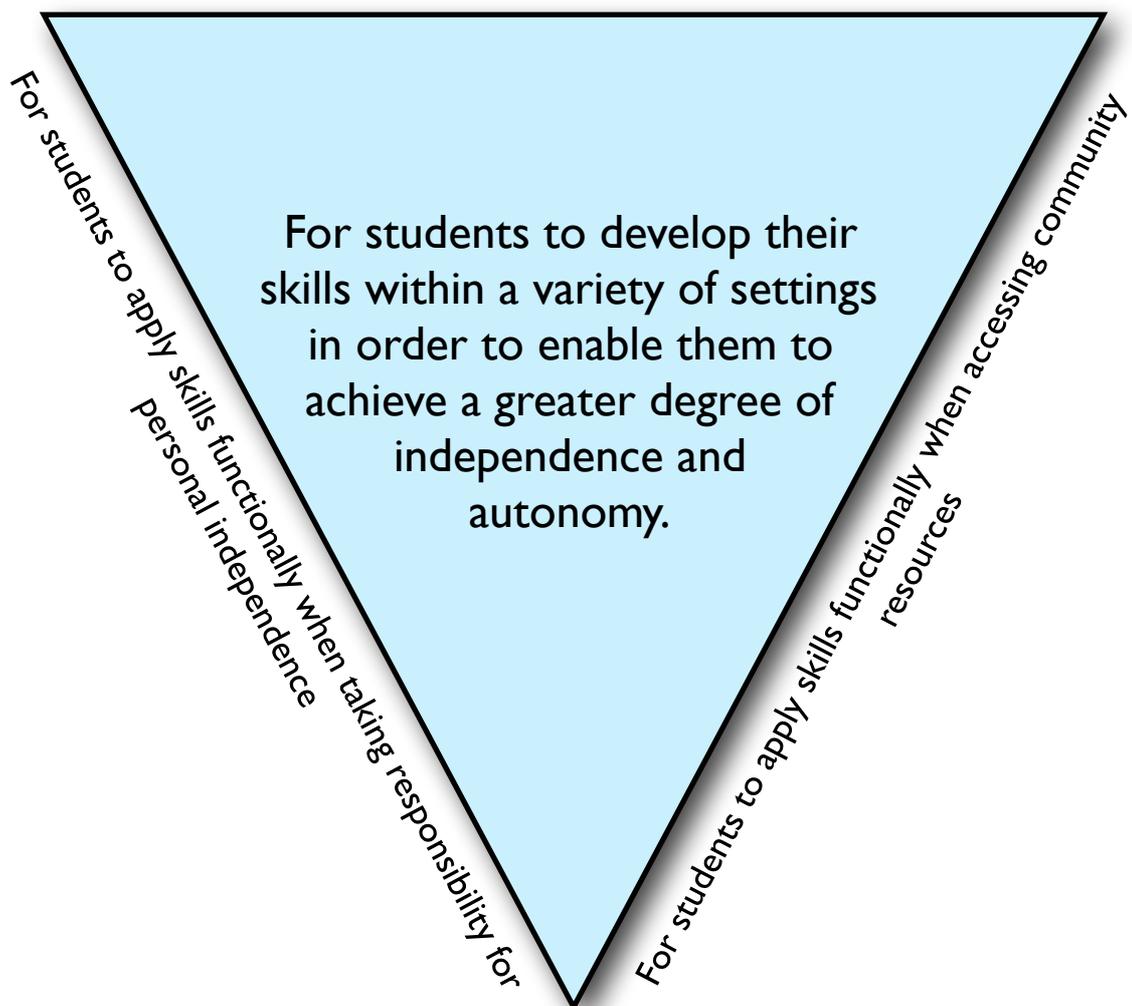
SPORT AND PHYSICAL ACTIVITY

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. 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.

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

For students to apply skills functionally when taking responsibility for personal independence

For students to develop their skills within a variety of settings in order to enable them to achieve a greater degree of independence and autonomy.

For students to apply skills functionally when accessing community resources

THE CURRICULUM FRAMEWORK FOR TEACHING SKILLS FOR LIFE AND LEARNING

FUNCTIONAL COMMUNICATION

- Interacting with Others
- Applying Literacy in Everyday Life
- Giving and Receiving Information

FUNCTIONAL NUMERACY

- Personal Finance
- Time Management
- Measurement
- Applying Number in Everyday Life

FUNCTIONAL PSD

- Domestic Life Skills
- Community Life Skills

FUNCTIONAL ICT

- Using Technology to Gather and Share Information
- Applying ICT in Everyday Life

APPLYING INTELLECTUAL AND REASONING SKILLS 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 extend 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 wider variety of meaningful real life contexts. This document provides suggestions for what these contexts may be. 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 the 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 when 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.

The table on the next page also illustrates that the delivery of functional learning within a specific learning context will require elements of all the sections within Skills for Life and Learning, rather than focusing exclusively 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. A reference to the Intellectual and Reasoning Skills section of the Frank Wise School curriculum framework will be included in planning documents in indicate where this the case.

FUNCTIONAL COMMUNICATION

INTERACTING WITH OTHERS

Key to becoming an active member of the community is the ability to interact in a meaningful and purposeful way, whether that be within school or beyond, with familiar people or unfamiliar people. Students continually develop these skills within everyday contexts and for a range of purposes during the school day. Our students have a range of communicative abilities, and so teaching 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 more complex 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 and for a variety of different reasons. This is developed within school, with familiar people and in a familiar context, but with the aim of ensuring that skills demonstrated in school can be used in functional ways elsewhere in the community with unfamiliar people.

FUNCTIONAL ICT

GATHERING AND SHARING INFORMATION

Technology is increasingly integrated into all areas of daily life. For some of our students technology may actually be the main way they initiate contact with people around them, ranging from gaining a person's attention, through to exploring cause and effect and making choices.

There are many ways in which our students learn to gather and share information using technology. The most common skills are to use a phone to speak to a person at a distance, to use a search engine (e.g. Google) to locate a website, or to use software on an iPad to construct and speak sentences. However this changes all of the time.

We generally encourage our students to share the information they gather face to face with people around them. However, 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.

Students learn that they can make products which can be shared either with individual people or made available to large groups of people physically or digitally. 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, and to be especially careful to avoid sharing personal information.

APPLICATION OF ICT IN EVERYDAY LIFE

The types of technology that we particularly work with include games technologies, general home entertainment, personal productivity tools, the increasing range of reference tools which are now technology based, as well as social media.

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 when to use a paper shredder, in terms of handling information.

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. Social media is a strong example of this. Students will learn how the choices they make might need to be immediate in this context, or might require them to pause, gather information, and to take time to consider before responding.
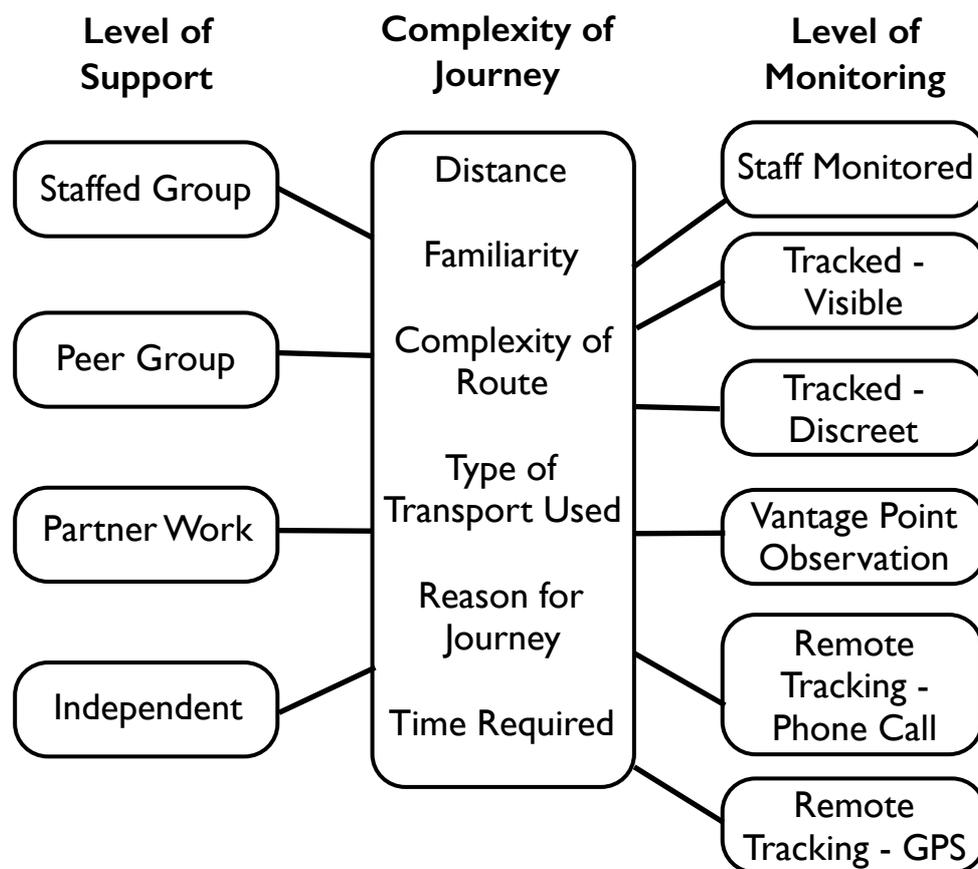
FUNCTIONAL PSD

The principles of this curriculum area underpin all areas of life in the Griffiths Centre, and is intrinsically bound up in its culture. It is taught within timetabled series of lessons. It is woven throughout almost all of the other curriculum lessons. It is also taught implicitly during non-structured times of the day, such as during free time. Students will learn the skills they need to function in real life situations. They practise these skills regularly with the aim that they become habitual.

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. They will learn 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 pupil's need and the complexity of the journey. (See diagram below). It also involves learning the social etiquette that is required in places such as the library, Post Office, leisure centre and bank. They learn skills such as how and when to queue, to be polite or to complain! They learn how to respond to unexpected problems. The students learn to make informed choices about services and products that they require, for example ordering from a menu in a restaurant. In essence, the students learn how to be active citizens in their own community.

Level of Support	Complexity of Journey	Level of Monitoring
Staffed Group	Distance	Staff Monitored
Peer Group	Familiarity	Tracked - Visible
Partner Work	Complexity of Route	Tracked - Discreet
Independent	Type of Transport Used	Vantage Point Observation
	Reason for Journey	Remote Tracking - Phone Call
	Time Required	Remote Tracking - GPS

DOMESTIC LIFE SKILLS

Students learn how to manage themselves and their belongings in a safe and appropriate manner within the home. This includes all aspects of home life. Students learn the skills required to complete a task, alongside learning 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 this 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, to develop greater independence, and to take responsibility for monitoring and maintaining their home.

FUNCTIONAL NUMERACY

PERSONAL FINANCE

Students will learn to manage 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 (such as shopping around and internet shopping). Students develop their ability to establish approximately if they have enough money for required items, how much change they should 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 their disposable income. Students learn to use different methods of payment, such as cash, debit card or online payments.

TIME AND DATE MANAGEMENT

This is a crucial aspect of all of our lives. Students build on their skills, knowledge and conceptual understanding of time, developing their sense of personal responsibility. An example of this might be to ensure they allow enough time to get to their appointment, on the correct day. Key to this is a general appreciation of time and its increment lengths, as is being able to read analogue and digital times and solve problems relating to lengths of time. 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

Students will build on their knowledge of shape, space and measure, estimating and measuring in functional contexts. Part of this learning may build on their previously acquired Intellectual and Reasoning Skills, such as size. Pupils will use their understanding of measurement to inform their decision making, for example to decide how much food to buy depending on how many people will be eating it. They will learn to apply their understanding of measure through activities in Domestic Life Skills, such as by carrying out home improvements, or by cooking a meal. Students may learn to solve problems by looking for obvious clues, for example recognising that a three metre long shelf will not fit in a one metre wide gap.
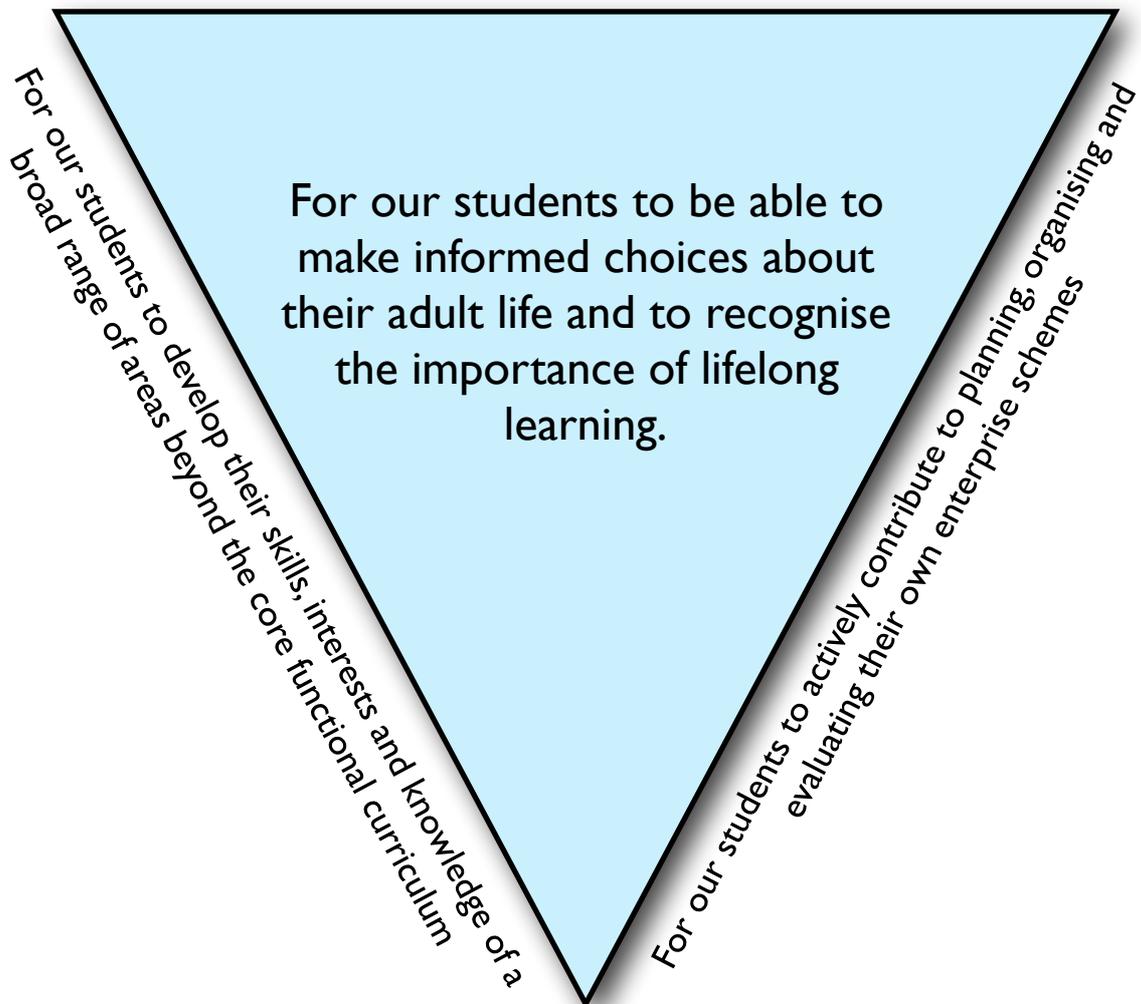
APPLICATION OF NUMBER IN EVERYDAY LIFE

This encompasses how students learn to apply their 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 to apply them relevantly to everyday situations. Griffith Centre staff will identify in their planning 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 using multiplication skills to work out how many ingredients you need when cooking for a larger group.
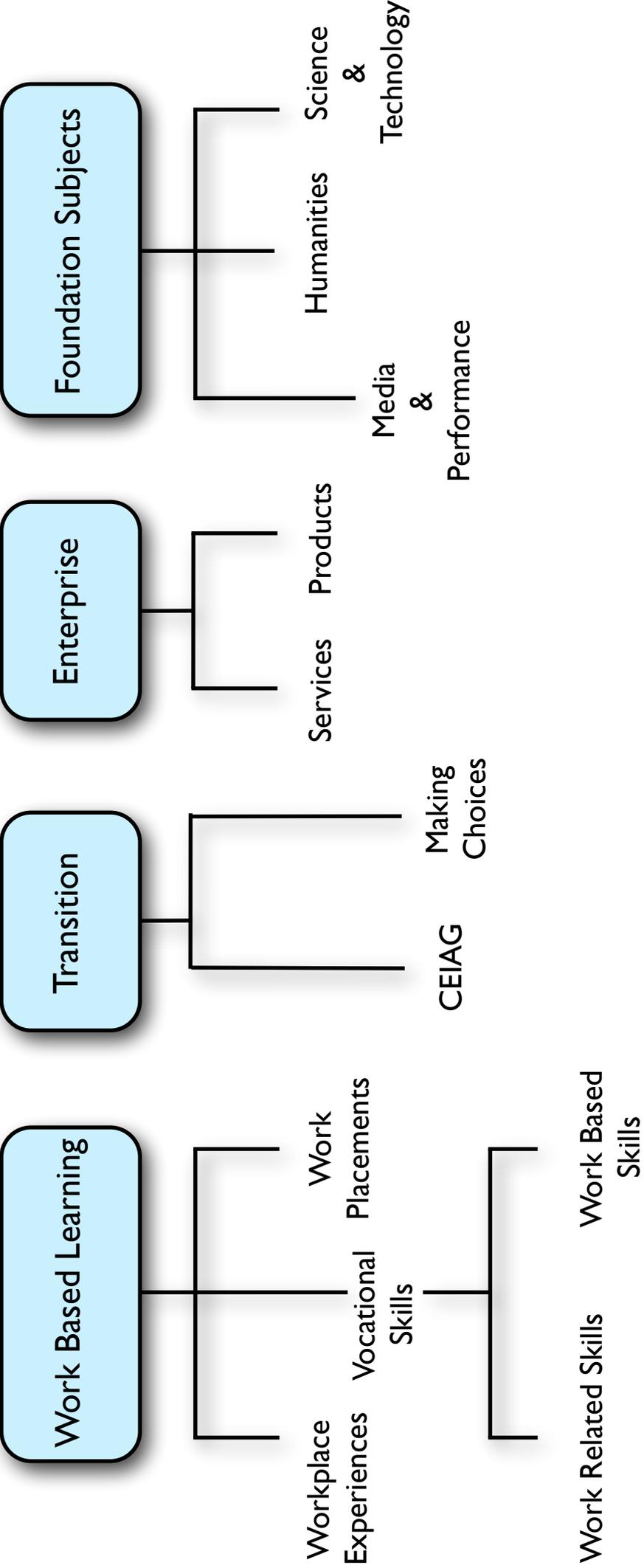
Vocational and Subject Based Learning

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

For our students to be able to make informed choices about their adult life and to recognise the importance of lifelong learning.

For our students to develop their skills, interests and knowledge of a broad range of areas beyond the core functional curriculum

For our students to actively contribute to planning, organising and evaluating their own enterprise schemes

THE CURRICULUM FRAMEWORK FOR TEACHING VOCATIONAL AND SUBJECT BASED LEARNING

Foundation Subjects
- Science & Technology
- Humanities
- Media & Performance

Enterprise
- Products
- Services

Transition
- Making Choices
- CEIAG

Work Based Learning
- Work Placements
- Vocational Skills
- Workplace Experiences
- Work Based Skills
- Work Related Skills

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 topics developing their skill in 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 in their everyday lives.

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

Should this be capitalised?

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 high-quality 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.

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 and / or occupation.

VOCATIONAL SKILLS

Pupils are provided with a variety of opportunities to experience the working environment both on-site and off-site. 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 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. While a majority of these are in house, every effort will be made to provide opportunities in real life settings.

WORK PLACEMENTS

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

TRANSITION

Students have access to a phased programme of transition in order to ensure the movement from childhood to adulthood is as smooth as possible for them. 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 families is actively fostered.

CAREERS EDUCATION, 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 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.

This should refer to CEIAG

MAKING CHOICES

Students learn to reflect on 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

Our students are entitled to a knowledge rich curriculum that will promote in them an interest in learning that will continue through life. We have grouped the foundation subjects into three main areas: Media and Performance, Humanities, and Science and Technology. It is expected that whenever possible students' learning will be supplemented by visits and talks by people employed or occupied in roles directly related to the subject. For example, this could be a amateur dramatic enthusiast showing how they contribute to performances through setting up a lighting rig, or 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 occupations or participating in interests, rather than these people coming into the school. Clearly, it is not possible for every lesson to involve visits and talks, but as much practical experience of functional contexts as possible will be provided to students.

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 and discussions.

Art - Students will explore individual artists, galleries and exhibitions in order to develop a broader awareness of the arts. Real art work will be produced, inspired by these visits. For example, students might decide to make a pop video or produce and edit some original music by using appropriate technology after learning about music and its associated roles. 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 will focus on learning about the role of the Media within today's society. Media content will be produced based on what they have learnt about different Media formats (including emerging technologies). This will include practical learning experiences such as researching, writing and producing print or online newspapers or podcasts.

Theatre - Students will learn about all aspects of the theatre, incorporating elements of Music, Dance and Drama, working towards a performance aimed at a target audience. This will include choosing appropriate genres, stories, music, set, characters, make up and costume design to suit and stimulate the target audience. They will investigate careers, occupations, hobbies and voluntary opportunities associated with the theatre, for example, make up artists, lighting engineers, front of house, costume, set designers and actors. People from the theatre may visit the students and discuss the wide and varied opportunities within the theatre world. Students will organise visits to a selection of famous theatres to experience plays, musicals, pantomimes and ballets.

SCIENCE AND TECHNOLOGY

Science - Students will extend their knowledge and experience of scientific phenomena and have opportunities to explore the world around them through experimentation, creative thought processes and analysis. Students will investigate the impact that technology, industry, business, medicine and science has had on them as individuals, drawing links to their personal experiences. Students will 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 will learn about the impact that energy-availability has on their lives, for example how the creation and use of electricity can affect us in both the short term and the long term. They will consider the dangers different forms of energy represent, and how to them it safely.
- Students will learn about how materials are changed and used for for different purposes. This will support them to make informed choices when selecting materials for specific jobs. Students will investigate how and why materials change when they are exposed to different environments. They will also compare changes that are permanent with those that can be reversed.
- Students will explore the biological processes that they go through in order to live and consider the conditions necessary to promote life. They will 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 will investigate how design and technology influences their lives, and how they can use it to their advantage. In particular they will learn how to maintain a home, and how to perform these tasks safely. They will apply their knowledge of materials in order to carry out these tasks, for example varnishing wood in order to protect it from rain damage. Students will evaluate the effectiveness of tools and materials with regard to how they perform their designated role.

HUMANITIES

History - Students will 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, museums and technology. This is with a view to leading students towards an awareness of how apparently disconnected events can result in their lives being affected.

Geography - Students will work towards greater and more fluent navigation skills, learning to find their away around the environment with as great a degree of independence as possible. They will 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 will identify ways that their actions positively and negatively influence their environment, both in terms of their local environment and also the wider world. They will develop their knowledge of other countries, comparing them to our own. They will identify ways that their lives are impacted by the relationship between their home country and others around the world.

RE - Students will explore the role of religions and faiths within their lives and within the wider community. They will learn how they can use knowledge of different religions and faiths to better navigate life's fundamental experiences. For example students will explore religion in terms of beliefs and the associated rituals, artefacts, buildings, festivals and significant figures that are important to some people. They will learn to develop respect for and tolerance of others, learn how to ask questions and respond to life and the world around them, and to experience and express their own feelings. Students will visit a range of places of worship or centres of interest in order to develop their understanding of the relationship between religion and their lives.

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. The student is much more likely to succeed and apply their skills in meaningful, functional settings when an ordered step by step approach is adopted, building upon skills already learnt.

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 and EHCPs

- 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, for example a C.V.

- City and Guilds accreditation evidence and certificates

- Work experience related evidence

All information relating to the student's pre-16 schooling at Frank Wise School (or at other settings) is kept in the Griffiths Centre. This supports a young person's smooth transition 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.

Progress information captures the breadth of contexts in which the individual targets are addressed, and how success is defined within learning environments that have a greater degree of uncontrolled variables. For example, 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 learning further with the student.

Students are assessed according to 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 continually.

A simple coding system is used to record the level of support a student needs to demonstrate a skill. This includes physical prompting, additional verbal prompting, or whether they can complete the step unaided, independently or spontaneously. This standardised system ensures that different adults who may be teaching the programme assess students consistently.

Frank Wise School Coding System

X = No response/cooperation
(This means the child did not attempt the objective <u>not</u> they 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 <u>not</u> 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)

Additional Griffiths Centre Codes

Ind = Independently completed - As 'unaided', but without the resources provided for the student

Sp by = Spontaneous - As 'independent', but without the need to be asked to complete the task a member of staff

Con in = Consistent - Indicates a degree of success more than 75% of occasions

Inc in = Inconsistent - Indicates a degree of success 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 formatting has jumped here

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 x 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 these tangible rewards can be faded out as a student matures, to the point 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. I think that references to edible rewards have been removed from the main curriculum.

Both the frequency and type of reward 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 is needed. It may be appropriate to reward less often as the student begins to master a task, 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

We value highly what our young people achieve and believe that the communication of this, to the pupils directly, their families and, where appropriate, to the wider community is essential in showcasing and celebrating these successes.

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 to raise expectations among those who come into contact with the student beyond school. This is one way in which we hope 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.

WHOLE CLASS WORK AND GENERALISATION OPPORTUNITIES

WHOLE CLASS WORK

learning to work together

Social Interaction

Curriculum Delivery

Whole Class Work
Learning to work together

Curriculum Content
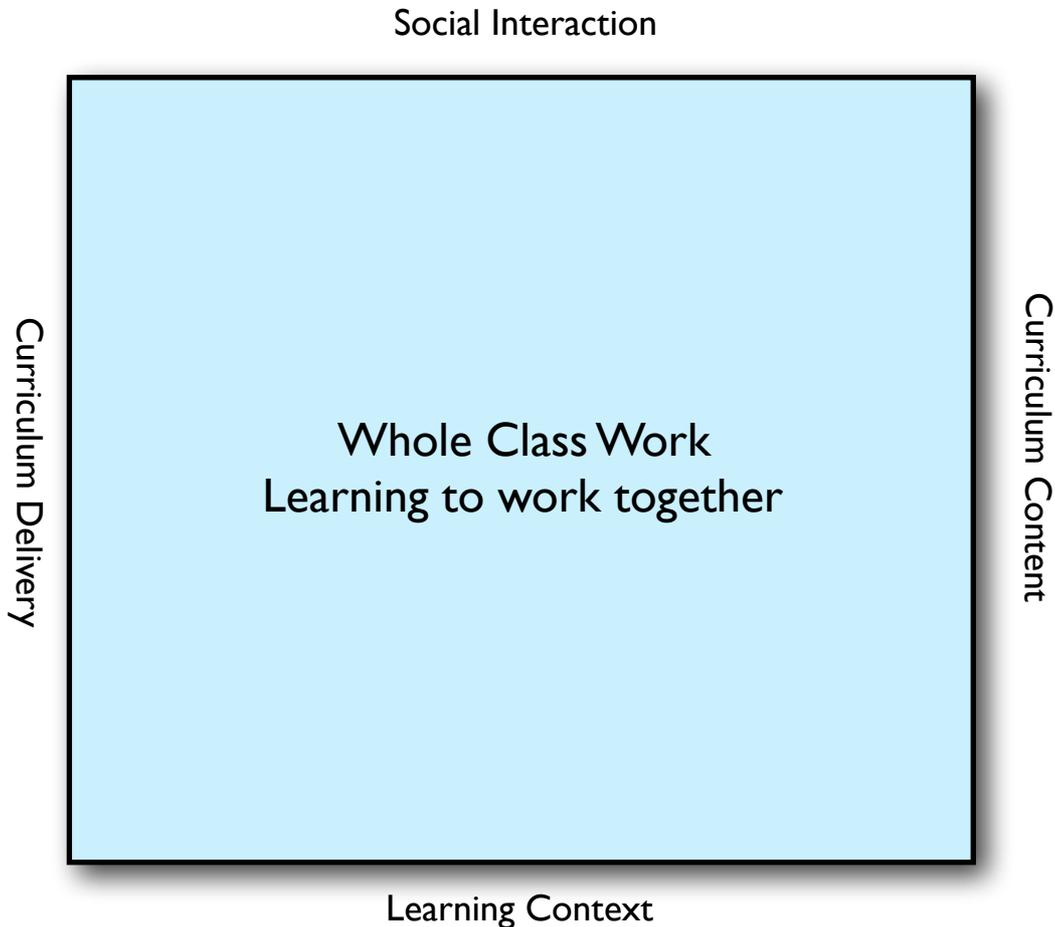
Learning Context

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

- Whole class work can be used to generalise and develop skills and concepts that students have already learnt.

- It affords opportunities 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

- Whole class work affords increased opportunities for variety in curriculum delivery.

- Whole class work and personalised targets are related methods of teaching. Therefore, it is important to stress at this stage that individual teaching of personalised targets (as outlined in this framework) is mostly taught through functional whole class work.

- Whole class 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 real life contexts.

- Whole class 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.

- Whole class work allows us to impart information to a number of students at the same time, again considering individual abilities and levels of understanding.

- Whole class work offers variety to students and staff alike. It is this diversity that can sustain student motivation and make the learning process fun and relevant.

SOCIAL INTERACTION

- Participating in whole class 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.

- Whole class activities can be an enjoyable and effective way of building a young person's confidence, enabling them to take greater responsibility and develop their sense of self.

LEARNING CONTEXT

- Whole class 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 whole class work. Students apply skills in a wide range of contexts with differentiated levels of adult support. This may range from close adult supervision, to being supported within a group, to being independent with remote monitoring, depending on the young person, their needs and the context.

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 all staff to ensure that there is an overall balance throughout the week between 1:1 work, whole class work and generalisation opportunities.

INTER-SUBJECT AND CROSS CURRICULAR ISSUES

CONSIDERING INTER-SUBJECT LINKS

The Griffiths Centre Post-16 Curriculum Framework describes our three Core Areas, and explains how these are broken down into their respective component parts. Complex links and overlaps exist between these areas, particularly when learning is within a community or off-site context. We endeavour to take advantage of these links and overlaps, as they reflect the complexity of the world we are preparing our students for. However, we also recognise that our students have individual needs that must be systematically and carefully met, and it is necessary to plan, teach and assess what our students learn through these inter-subject links with as much diligence and care as for our core curriculum areas.

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 :
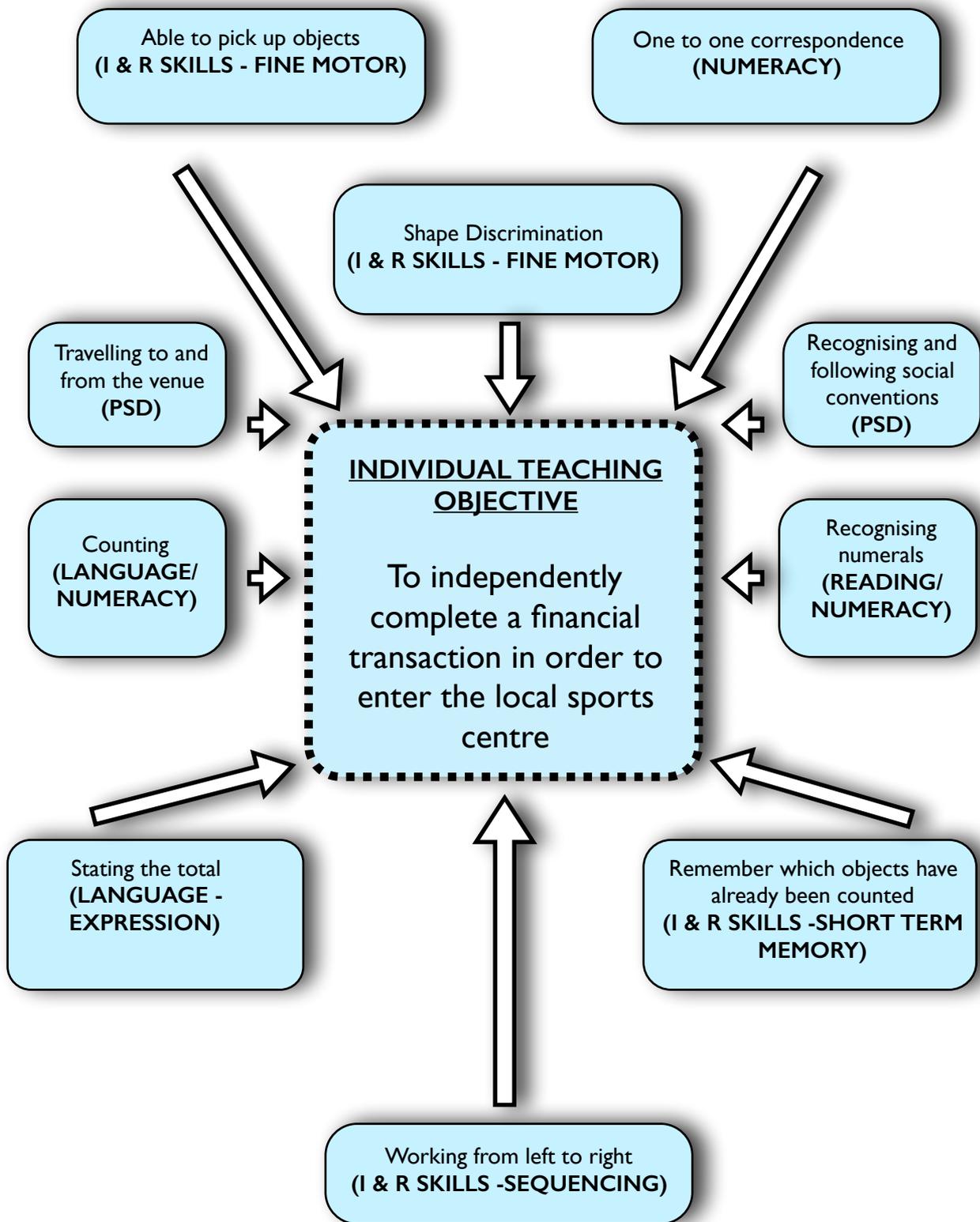
- plan and record group work while taking account of individual students' priorities and responses

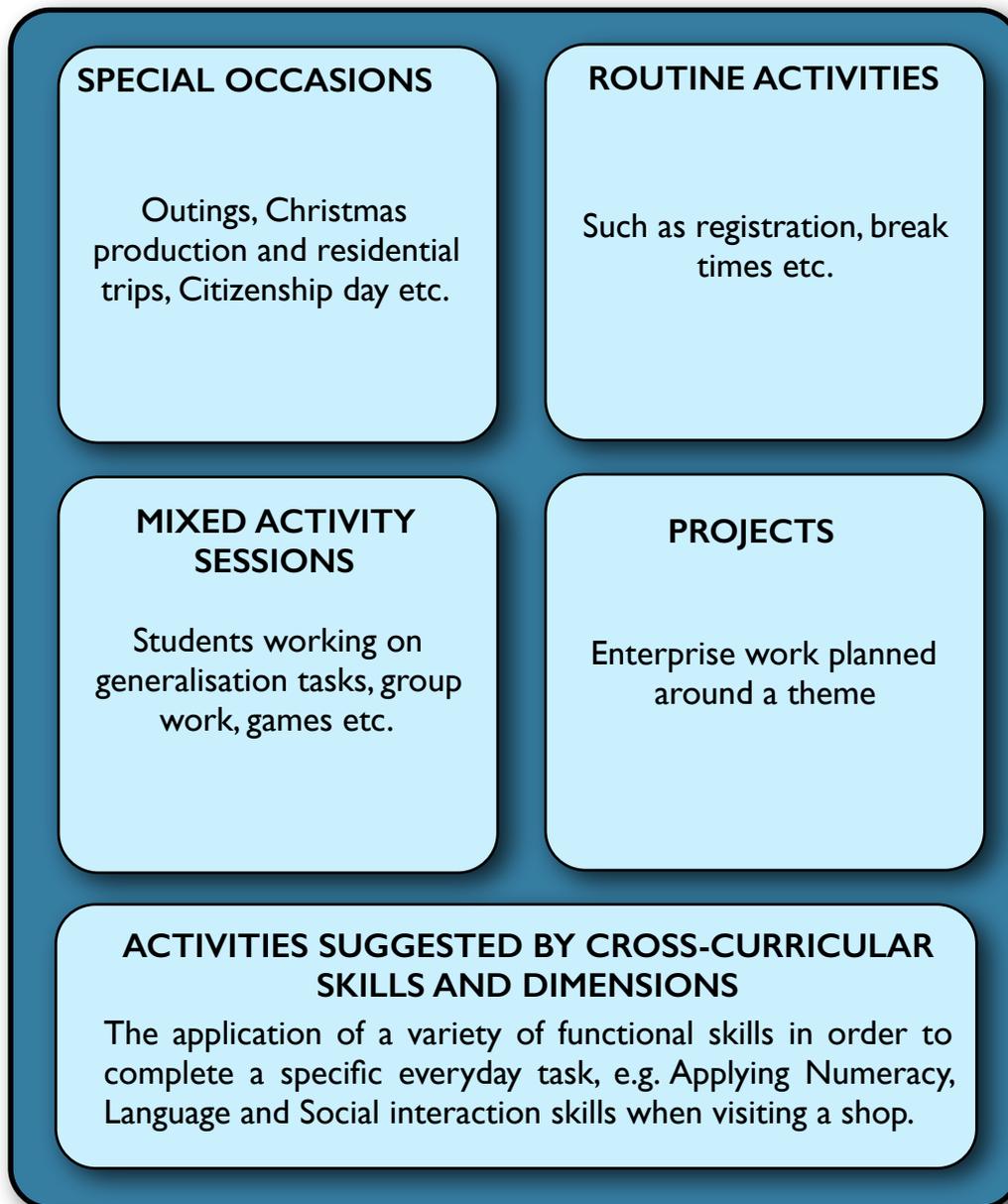looks like there is an extra space

- fully exploit the links between functional learning and Curricula structures

- 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 :

Able to pick up objects
(I & R SKILLS - FINE MOTOR)

One to one correspondence
(NUMERACY)

Shape Discrimination
(I & R SKILLS - FINE MOTOR)

Travelling to and from the venue
(PSD)

Recognising and following social conventions
(PSD)

Counting
(LANGUAGE/ NUMERACY)

INDIVIDUAL TEACHING OBJECTIVE

To independently complete a financial transaction in order to enter the local sports centre

Recognising numerals
(READING/ NUMERACY)

Stating the total
(LANGUAGE - EXPRESSION)

Remember which objects have already been counted
(I & R SKILLS -SHORT TERM MEMORY)

Working from left to right
(I & R SKILLS -SEQUENCING)

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

SPECIAL OCCASIONS

Outings, Christmas production and residential trips, Citizenship day etc.

ROUTINE ACTIVITIES

Such as registration, break times etc.

MIXED ACTIVITY SESSIONS

Students working on generalisation tasks, group work, games etc.

PROJECTS

Enterprise work planned around a theme

ACTIVITIES SUGGESTED BY CROSS-CURRICULAR SKILLS AND DIMENSIONS

The application of a variety of functional skills in order to complete a specific everyday task, e.g. Applying Numeracy, Language and Social interaction skills when visiting a shop.

CROSS CURRICULAR AND CONTEXTUAL ISSUES

The shift in balance towards a predominantly context based approach has provided a catalyst for the 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 OPPORTUNITIES

OPPORTUNITIES

- 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 be able to complete 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 opportunities, skills and themes. Although the Griffiths Centre Post-16 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 embedded within the centre's Curriculum Framework, are reasonably straightforward to understand and are detailed elsewhere in this document. They are all highly relevant 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 opportunities 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. Personal and Social Development (including citizenship) is integral to and woven through our curriculum. All students have the opportunity to learn how to lead actively independent lives, in which they can meaningfully contribute to the communities in which they live. Often students with severe and profound 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 centre's curriculum.

However, this is only one facet to our work, as cross-curricular opportunities often form less tangible aspects of our teaching. Through total staff commitment we 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. There is always the tendency for young adults to imitate the teacher and adopt his/her ideas, attitudes, practices and sayings. For this reason there is an expectation on staff to build and model relationships built on mutual respect and tolerance.

There are a range of organisational issues that influence our decision-making in the Griffiths Centre, but we always start from our school aims, values and ethos. We constantly review our policies and practices as staff in the light of these, reflecting on what we are doing honestly and thoroughly, and seeking to create even better learning opportunities for our students. Our collegial approach ensures that all staff understand why we operate how we do, why it is important, and are invested in doing it well.

Our Development Plan is a useful tool for clearly mapping out our route for improvement, in an ambitious but manageable way. It supports us to continually have high expectations of ourselves and high aspirations for our students, and to deliver a curriculum that is full, rich, balanced, relevant, and that prepares our students for life beyond school.

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 essential skills to ensure they are delivered with sufficient regularity. We prioritise for individual students by setting targets at annual review, which form the basis of individual teaching. We also prioritise certain areas of learning in the way we timetable the curriculum across the centre.

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.

Units of work are often of variable lengths within the Griffiths Centre. 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.

Can we have a different timetable. This is quite hard to read with the background and is a 16/17 version. Would be good to have a more current one.