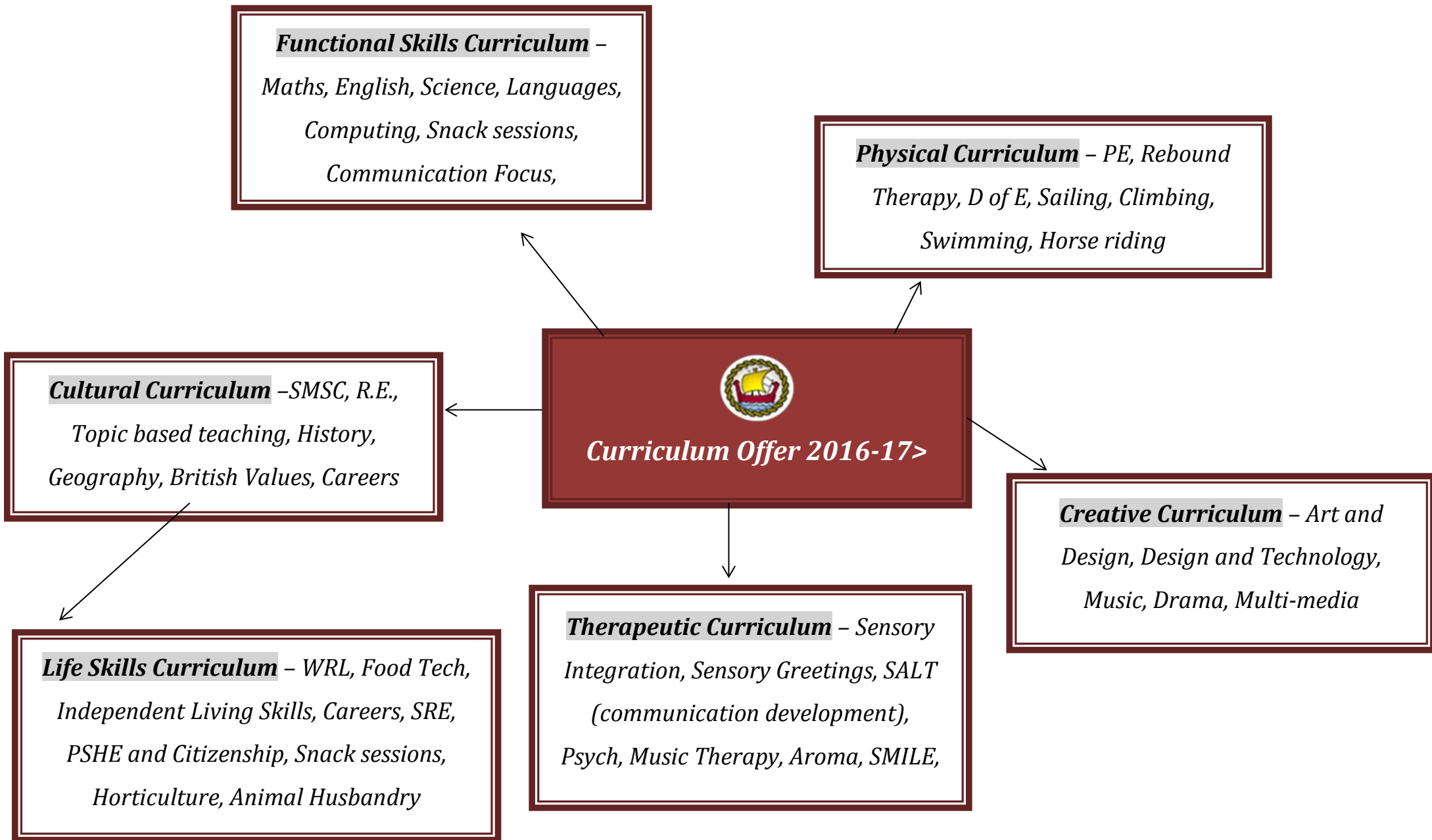




Kisimul Schools Lincolnshire

Curriculum Overview, Routes for Learners and Curriculum Delivery.





Routes for Learners / Curriculum Delivery

KS2-KS5

Context:

Kisimul School Lincs is a school for learners with SLD, ASD and other associated SEN. All learners are placed at the school because of the intensity and severity of their challenging behaviour, which has in most instances led to placement and educational breakdown at point of admission. Learners have complex profiles, and although the routes below are defined into 3 exemplar pathways to demonstrate the various modes of delivery and curriculum, in reality students will transition across all elements dependent on their learning profile.

KS 2	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>When learners arrive at Kisimul a baseline assessment is conducted to determine what P-level they are working at. This helps to inform targets as part of their individual learning plan in conjunction with their statement of education.</p> <p>Learners have access to a sensory orientated curriculum – Functional Skills are reinforced through daily Objectives work within structured programs which are individualised according to need. Students receive Intensive Interaction to reinforce their communicative skills.</p> <p>Learners engage in Sensory Greetings each morning and afternoon. Each element of Sensory Greetings focuses on a different skill; learners complete timetables with photographs</p>	<p>When learners arrive at Kisimul a baseline assessment is conducted to determine what P level they are working at. This helps to inform targets as part of their individual learning plan in conjunction with their statement of education</p> <p>Learners reinforce emerging functional skills through daily objectives work which are individualised according to need. Students may begin to access daily English and Maths targets focusing on the foundation skills, such as: counting and name writing.</p> <p>Learners engage in Sensory Greetings each morning and afternoon. Each element of Sensory Greetings focuses on a different skill;</p>	<p>When learners arrive at Kisimul a baseline assessment is conducted to determine what P-level they are working at. This helps to inform targets as part of their individual learning plan in conjunction with their statement of education.</p> <p>Objectives work focusses on more formal learning though daily English and Maths targets and some small group teaching approaches where appropriate.</p> <p>Learners continue to have sensory diets and a focus on sensory modulation, although this may be</p>

KS 2	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>of activities to provide a point of reference, they engage in a body awareness songs to develop knowledge about body parts and for self-organisation, and greet their peers to promote communication and interaction.</p> <p>National Curriculum core strands – Computing/ Hist / Geog / SMSC / Science and PSHE are taught through a topic based curriculum. The topic based curriculum provides an opportunity for an interesting and varied approach to learning.</p> <p>Across the curriculum activities are practical and play based where appropriate. This may include role play, playing games, creative crafts, and dressing up. In addition to this students explore a range of tactile substances including shaving foam, different materials, rice and pasta, soap flakes, crazy soap, sand, water and paint. This sensory exploration provides opportunities for engagement with staff and peers, intensive interaction and sensory feedback.</p> <p>Activities such as singing nursery rhymes, listening to stories and exploring musical instruments are also important across the week. These activities promote speaking and listening opportunities, interaction and enjoyment.</p> <p>Learners also have access to sensory based provision in different areas of the school in the form of the Mile, the Occupational Therapy room, the sensory room and the swimming pool.</p>	<p>learners complete timetables with symbols and may select from a choice of 2 or 3. Learners may use a large visual timetable to copy to construct their own timetable.</p> <p>Fine motor skills such as pencil control and cutting is included as part of the daily greetings set up. This enables progression for writing skills to be developed.</p> <p>National Curriculum core strands – Computing / Hist/ Geog/ SMSC / Science and PSHE are continued to be taught through a topic based approach. The activities and learning intentions are extended through the content of the activity, the level of support required to complete the activity, and the types of questions asked.</p> <p>Students follow ASDAN ‘New Horizons’ focussing on Personal Care, citizenship and health, gaining further understanding of themselves and enhancing their communication skills.</p> <p>Students follow National Plan ASA swimming stage awards ‘water skills plus school accredited achievements.</p> <p>Physical / Life skills curriculum is reinforced by more formal learning paths using SOW for PE/and Pre- entry level for SRE.</p>	<p>more incorporated into the daily curriculum through movement based tasks such as replenishing class resources and assisting with snack time.</p> <p>A topic based curriculum is still used to reinforce core subject work, although emphasis could be more on taught skills, reading and writing and the use of the computer to research elements of the topic.</p> <p>Physical life skills curriculum is accessed through entry level curriculum for PE / SRE.</p> <p>Students follow National Plan ASA swimming stage awards water skills plus school accredited achievements.</p> <p>Accreditation for life skills through ASDAN: New Horizons with a focus on contextual based learning and achieving independent living based 24 hour targets.</p> <p>Students follow elements of developmental, pre-entry and entry level curriculum for shopping, community access, travel curriculum, and access weekly sessions to reinforce skills. Students may apply their English and Maths skills by</p>

KS 2	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>Students access the Occupational therapy room daily to aid with sensory regulation. Learners explore the equipment, practise turn taking, and develop interaction skills.</p> <p>Students follow ASDAN ‘New Horizons’ with modules including Personal Care, citizenship and health. These sessions are practical and support students in gaining self-awareness and exploring their school and local community.</p> <p>Following a developmental based SOW, the Physical Education curriculum is supported on site by access to the gym, swimming pool, and the sensory trail. Learners begin to explore different equipment and basic skills within these sessions.</p> <p>Students begin to embed community learning through weekly shopping trips and trips out to local facilities including museums, parks and café’s enabling students to begin to learn about the world around them.</p> <p>Students have access to Speech and language sessions, Occupational Therapy sessions, aromatherapy and music which is woven throughout the timetable.</p> <p>Communication focus may be on pre-Makaton skills such as turn taking and prompting communication as a vehicle for obtaining and fulfilling needs and wants. This may move on to</p>	<p>Students with complex sensory modulation needs have input from therapeutic teams either through direct intervention or through provision or programs such as sensory diets throughout the day.</p> <p>PECS and Makaton will be used for non-verbal learners. They will begin to travel to make communicative exchanges for desired items and they will begin to discriminate between symbols to build up their symbol vocabulary.</p> <p>For verbal learners the focus may be upon expressive language where students are beginning to use sentences strings which will develop into using verbs and identifying “who” in sentences.</p> <p>Students access the SMILE / sensory rooms for interaction and creative work to increase functional communication and to increase creativity and understanding of topic work through sensory / play based input.</p> <p>Rewards for good behaviour and good work may be playing games on the interactive whiteboard, using Apps on the Ipad, playing with toy cars or trains, building or colouring.</p>	<p>helping to write shopping lists, locating the items in the shop and selecting the correct notes and coins to pay.</p> <p>Students with complex sensory modulation needs have input from therapeutic teams either through direct intervention or through provision or programs such as sensory diets throughout the day.</p> <p>Communication focus will be on using full sentences and engaging in conversational exchanges. To use PECS to form communicative sentences to make requests.</p> <p>Rewards for good behaviour and good work may include using the computer, drawing, reading a book, or playing a game.</p>



KS 2	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>Makaton skills and PECS skills as a functional mode of communication.</p> <p>Rewards for good behaviour and good work may include time playing with sensory toys, listening to nursery rhymes and music, time in the occupational therapy room, time in the sensory room, using playdough, going on the swings, or going for a run outside.</p>		

KS 3	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>Learners have access to a sensory orientated curriculum – Functional Skills are reinforced through daily Objectives work within structured programs which are individualised according to need. Students receive Intensive Interaction to reinforce their communicative skills.</p> <p>Sensory Greetings / Sensory diet programs are in place for all learners.</p> <p>National Curriculum core strands – Computing/ Hist / Geog / RE are taught through a topic based curriculum and to develop self-confidence/ awareness, personal choices within behaviour.</p> <p>Learners have practical sensory based approach to learning within Creative and Sensory provision – access the sensory barn, MILE, sensory rooms, sensory swimming sessions.</p> <p>Students follow ASDAN ‘New Horizons’ focussing on Personal Care, Citizenship and health.</p> <p>Physical curriculum is supported on site by access to the gym, swimming pool, sensory trail.</p> <p>Students follow developmental based SOW for SRE, PE.</p> <p>Students begin to embed community learning through following developmental based SOW for Shopping, community access, travel curriculum.</p>	<p>Learners reinforce emerging functional skills through daily objectives work, and social skills reinforcement during snack meals, social skills groups and context based learning.</p> <p>Sensory Greetings/ sensory diets are in place for all learners, with some learners completing elements of their program with increasing independence</p> <p>National Curriculum core strands taught through a topic based curriculum differentiated though language and content.</p> <p>Topic based curriculum is used to reinforce learning across core subjects, and topics are taught over termly periods to reinforce learning and understanding.</p> <p>Students follow ASDAN ‘New Horizons’ focussing on Personal and Social Skills, gaining accreditation throughout the KS.</p> <p>Students follow National Plan ASA swimming stage awards ‘water skills plus school accredited achievements.</p> <p>Physical / Life skills curriculum is reinforced by more formal learning paths using SOW for PE/and Pre- entry level for SRE.</p> <p>Students follow pre-entry SOW for SRE, PE,</p>	<p>Objectives work focusses on more formal learning though daily English and Maths targets and some small group teaching approaches where appropriate.</p> <p>Learners continue to have sensory diets and a focus on sensory modulation, although this may be more incorporated into the daily curriculum through movement based tasks such as register duty/stock taking etc..</p> <p>Topic based curriculum is still used to reinforce core subject work, although emphasis could be more on taught skills, research and small discussion /project work.</p> <p>Physical life skills curriculum is accessed through entry level curriculum for PE / SRE.</p> <p>Students follow National Plan ASA swimming stage awards ‘Water Skills plus school accredited achievements.</p> <p>Accreditation for life skills through ASDAN New Horizons with a focus on contextual based learning and</p>

KS 3	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>Assessment using B-Squared Small Steps and comparison against UQ expectations for learners with SEN.</p> <p>Life Skills curriculum is embedded through ASDAN: New Horizons. Students begin to accrue formal accreditation for ASDAN awards, focussing on sensory elements such as ‘Likes and Dislikes, Leisure, Visiting Places in Local Community, Experiencing Job roles’.</p> <p>Therapeutic curriculum threads timetable dependent on pupils’ statement focus and SEN.</p> <p>Sensory approaches to learning / rewards through Ipad sensory apps, interactive whiteboard work, sensory room , switch work reinforce sensory and communicative skills.</p>	<p>Students follow elements of developmental, pre-entry and entry level curriculum for shopping, community access, travel curriculum, and access weekly sessions to reinforce skills.</p> <p>Students with complex sensory modulation needs have input from therapeutic teams either through direct intervention or through provision or programs such as sensory diets throughout the day.</p> <p>Students access the SMILE / sensory rooms for interaction and creative work both to increase functional communication and to increase creativity and understanding of topic work through sensory / play based input.</p>	<p>achieving independent living based 24 hour targets.</p> <p>Students follow elements of developmental, pre-entry and entry level curriculum for shopping, community access, travel curriculum, and access weekly sessions to reinforce skills.</p> <p>Students with complex sensory modulation needs have input from therapeutic teams either through direct intervention or through provision or programs, such as: sensory diets / aromatherapy throughout the day.</p>

KS 4	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>Learners have access to a sensory orientated curriculum – Functional Skills are reinforced through daily Objectives work within structured programs which are individualised according to need. Students receive Intensive Interaction to reinforce their communicative skills.</p> <p>Sensory Greetings / Sensory diet programs are in place for all learners – support staff embed established programs and consult therapeutic teams for input on a dynamic basis.</p> <p>Timetable compromises sensory art, cooking, music, and multi - sensory input for multi - cultural and enterprise based curriculum.</p> <p>Work related learning focusses on-site based tasks such as stock taking, preparation of drinks and snacks, and sensory based elements of animal husbandry.</p> <p>Life skills are reinforced through learners actively being encouraged to look after own items of clothing/laundry/ equipment etc.</p> <p>Learners follow developmental strands of shopping and travel curriculum. There is an increased focus on community based participation through 2/3 weekly timetabled visits into the local environments.</p> <p>National Curriculum core strands – Computing/ Hist / Geog / RE are taught through a topic based curriculum.</p>	<p>Learners continue to reinforce learning through daily objectives work which has a more contextual learning focus and is related to real life skills.</p> <p>Learners reinforce functional skills with a greater emphasis on community based activities – such as: setting up and stocking tuck shop, coffee shop in the local village Hall. WRL such as local church cleaning, and accessing the local community.</p> <p>Sensory diet and movement based curriculum are in place for learners with complex sensory profiles and need for daily input.</p> <p>Life skills are reinforced through ASDAN transition challenge accreditation, and through community based contextual learning.</p> <p>Daily reinforcement of these skills is embedded through the implementation of 24 hour targets based on personal health and social targets that are reinforced in real life rehearsal.</p> <p>Learners follow Pre-entry emphasis strands of shopping and travel curriculum. There is an increased focus on community based participation through 2/3 weekly timetabled visits into the local environments.</p>	<p>Learners take part in ASDAN work related learning through completion of ASDAN ‘World of Work’.</p> <p>Learners reinforce functional skills with a greater emphasis on community based activities – such as setting up and stocking tuck shop, coffee shop in the local village Hall. WRL such as local church cleaning, and accessing the local community.</p> <p>Students with complex sensory modulation needs have input from therapeutic teams either through direct intervention or through provision or programs such as sensory diets / aromatherapy throughout the day.</p> <p>Learners follow Entry level emphasis of shopping and travel curriculum. There is an increased focus on community based participation through 2/3 weekly timetabled visits into the local environments – learners will take increasingly independent roles in planning and accessing some elements of off-site learning independently.</p>

KS 4	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>Life Skills curriculum is embedded through ASDAN Transition challenge. Students begin to accrue formal accreditation for ASDAN awards, focussing on sensory orientated accreditation.</p> <p>Learners have practical sensory based approach to learning within Creative and Sensory provision – access the sensory barn, MILE, sensory rooms, sensory swimming sessions.</p> <p>Physical curriculum is supported on site by access to the gym, swimming pool, sensory trail.</p> <p>Students follow developmental based SOW for SRE, PE.</p> <p>Students begin to embed community learning through following developmental based SOW for Shopping, community access, travel curriculum.</p> <p>Assessment using B Squared small steps and comparison against UQ expectations for learners with SEN.</p>	<p>National Curriculum core strands – COMPUTING/ Hist / Geog / RE are taught through a topic based curriculum.</p> <p>Learners have practical based approach to learning within Creative and Sensory provision –and access the sensory barn, MILE, sensory rooms, sensory swimming sessions.</p> <p>Learners physical curriculum is embedded through horse riding, swimming, after school activity such as sailing/ wall climbing and through gym based sessions focussing on co-ordination and participation skills.</p> <p>Learners follow Pre Entry Level based curriculum for SRE / PE.</p> <p>Assessment using B Squared small steps and comparison against UQ expectations for learners with SEN.</p>	<p>Learners have a practical based approach to learning within Creative and Sensory provision –and access the sensory barn, MILE, sensory rooms, sensory swimming sessions. Soundbeam and interactive elements enable learners to take control of aspects of the session and improve planning and problem solving skills, alongside engaging with creative and interactive learning experiences.</p> <p>Learners follow Entry Level emphasis for SRE/ PE.</p> <p>Learners continue to have individualised Sensory Greetings and Sensory Diet based activities and to facilitate their readiness for learning and engagement.</p> <p>Year 11 learners will begin a gradual transitional and familiarisation program with regular timetabled curriculum opportunities at Acacia Hall in readiness for post 16 learning.</p> <p>Assessment using B-Squared small steps and comparison against UQ expectations for learners with SEN.</p>

KS 5	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 - L3) E1/2/3
	 <p>Learners follow vocational orientated Post 16 curriculum. Learners continue to have a sensory orientated approach encompassing daily objectives work to embed functional skills, frequent opportunity to access social skills rehearsal, and a high therapeutic input to focus on functional communication and interaction skills.</p> <p>Learners follow ASDAN accreditation routes and accrue certification that reflects the level of input required. This focusses on functional learning, sensory and community based participation.</p> <p>Learners continue to embed life skills through access to ASDAN meal preparation, sensory participation and 24 hour target reinforcement.</p>	<p>A more collegiate model of delivery is in place within Post 16 – students are placed within a class group of appropriate peers, but may have an individualised pathway, with therapeutic and choice* based curriculum delivered by education staff with specific area responsibility – e.g. creative or physical curriculum</p> <p><i>*education staff act as advocates based on student responses but emphasis is on encouraging additional motivational activity and curriculum where this has a positive response to student engagement.</i></p> <p>Learners follow vocational orientated Post 16 curriculum. Delivery continues to have an emphasis on real life rehearsal of independent living skills, frequent opportunity for social skills rehearsal and community participation, and a high therapeutic input to focus on functional communication and interaction skills.</p> <p>Learners follow ASDAN independent Living units within Towards Independence- e.g. Using Transport, and Personal Progress Units such as 'Using a Community Facility Over a Period of Time', 'Developing Independent Living Skills: Being Healthy'.</p>	 <p>Learners follow vocational orientated Post 16 curriculum. Delivery continues to have an emphasis on real life rehearsal of independent living skills, frequent opportunity for social skills rehearsal and community participation, and a high therapeutic input to focus on functional communication and interaction skills. More independent learners may access WRL opportunities off site including work in local charity shops/ hairdressers and local churches.</p> <p>Learners complete mini-enterprise work including accreditation within Personal Progress Units – e.g.</p>

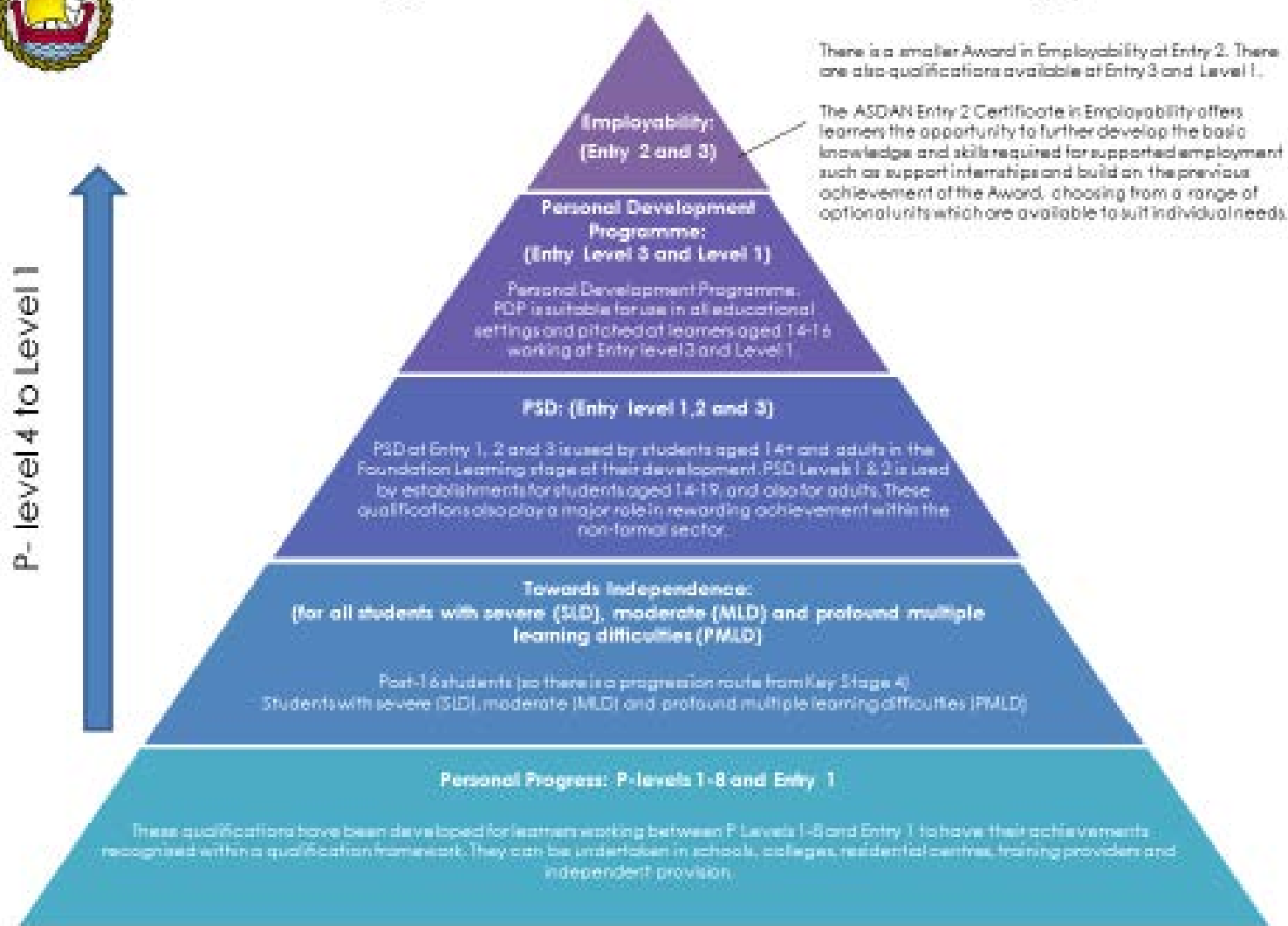
KS 5	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>Learners access on site provision for Animal Husbandry and creative elements with a focus on sensory development and passive participation.</p> <p>Physical curriculum is accessed through rebound therapy, swimming, and individualised elements through Sensory Diets and movement based curriculum such as rebound therapy and Animal Husbandry sessions.</p> <p>Students access music therapy, sensory barn provision, and Swinderby swimming pool for sensory/communication focussed swimming sessions.</p> <p>Students access SRE and PE programs at a level appropriate to their level of functioning.</p>	<p>Learners continue to embed life skills through access to ASDAN meal preparation, sensory participation and 24 hour target reinforcement, with support from education staff reflective of emerging skills.</p> <p>Learners access on site provision for Animal Husbandry and creative elements with a focus on increasingly active participation within routine tasks for animal care and maintaining the environment.</p> <p>Physical curriculum is delivered through rebound therapy, swimming, and individualised elements such as sensory diet and movement based curriculum such as rebound therapy and animal husbandry sessions.</p> <p>Learners will complete WRL by completing ASDAN accreditation such as World of Work</p> <p>Learners have the opportunity to participate in residential based ASDAN accreditation, and also D of E rehearsal and expeditions with appropriate levels of support and some independent completion of tasks.</p>	<p>Participating in a Mini Enterprise project. This includes producing items for the local community and also for the bi-annual Christmas and Summer school Fayres.</p> <p>Learners have the opportunity to participate in residential based ASDAN accreditation, and also D of E rehearsal and expeditions. Some learners will complete extended expeditions involving organisation of equipment, extended hikes across variant terrain, and preparation of food outdoors etc.</p> <p>Students complete appropriate accreditation for Physical Skills rehearsal and application, such as Water Skills /Sport Studies ASDAN,</p> <p>Learners will complete WRL accreditation by completing ASDAN accreditation such as 'Developing Skills for the Workplace'.</p>

An example of Post 16 Accreditation for a half year period is outlined below. Again, this is malleable, and students may undertake different pathways than those assigned for their group context if they have a particular interest or emerging skill to develop. Each student is provided with an independent accreditation overview to sit alongside Annual Assessment Records, and extended Annual Review reports from education staff and therapists outlining their achievements.

Appendix: Pathways of Accreditation



Pathway of Accreditation Offer at Acacia Upper School:





Pathway of Accreditation Offer Post 16 Education:

Personal Progress- P-Levels 1-8 to Entry 1:

The Entry 1 Qualifications in Personal Progress have been developed to allow recognition within the Qualifications and Credit Framework (QCF) of achievement beneath the Entry level of the National Qualifications Framework (NQF). The Personal Progress qualifications span a wide range of achievement from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding to a range of familiar experiences. The qualifications are offered at Entry 1 and below.

In addition, unit certification is available to recognise smaller steps of achievement by candidates who are unable to achieve the full requirements of the qualification. To achieve the Entry 1 qualifications in Personal Progress, candidates must gain credits by completing units and provide evidence to demonstrate skills development. Each unit has a credit value; 1 credit is equal to approximately 10 hours of learning. Although learners may achieve individual units, they can also accumulate the credit they gain for each unit to build a qualification: 8 credits achieves and Award qualification; 14 credits will receive a Certificate qualification and 37 credits receives a Diploma qualification; learners who accrue fewer than 8 credits will receive a unit certificate.

Other QCF units, the assessment criteria do not pin down a precise standard at which they must be met. Instead they set out a range of standards expressed in terms of stages of the Achievement Continuum. Centres are required to use a Unit Transcript to record learner achievement and to indicate the stage on the continuum at which the learner has achieved for each of the unit assessment criteria. The centre also completes a 'Unit Assessment Checklist' which constitutes the centre's internal assessment record. This checklist shows: where evidence is within the portfolio; the stage of the Achievement Continuum where the candidate is at the point of unit completion and that the Unit Transcript has been completed.

Towards Independence- For students with SLD, MLD and PMLD:

There are more than 70 modules to choose from, and the first of these - Starting Out - is mandatory. This module enables learners to be helped to recognise achievements and plan targets and challenges, which can then be developed through further modules.

Levels of support are used to show how the learner has achieved the activity. They show individual progression and differentiation between learners: Experience recorded; Gestural Help; No Help; Physical Help; Sensory Experience; Spoken/Signed Help.

Modules: The modules can be divided into the following themes: Communication and Maths; Creative studies; Cultural;

Independent living; Leisure, recreation and sport; Personal development, PSHE and Citizenship; Work related and modules

particularly suitable for learners with PMLD. Towards Independence promotes contextualised and functional skills to enable our students to apply skills to their everyday experiences and thus, promotes independence in life-skills. Students are encouraged to participate in a wide range of subject areas which covers the mandatory aspects of the National Curriculum, but at an age-appropriate level. The Towards Independence modules are now in the process of being differentiated to meet and progress a wider range of abilities and this is currently completed for modules such as: Developing Communication Skills and Developing Maths Skills.



Pathway of Accreditation Offer Post 16 Education:

PSD- Entry Level 1, 2 and 3:

The PSD qualification offers imaginative activities and personal challenges that support young people in becoming confident individuals who are physically, emotionally and socially healthy. It encourages young people to become responsible citizens who make a positive contribution to society and embrace change, while managing risk along with their own well-being.

PSD at Entry 1, 2 and 3 is used by students 14+ and adults in the foundation stage of their development. These qualifications play a major role in contributing to Entry level programmes, as well as rewarding achievement in post 16 education.

These qualifications also play a major role in recognising achievement within the non-formal sector. For each level learners must select the required number of units for either an Award or Certificate. Each unit has a credit value, with one credit equal to approximately 10 hours of learning. At Entry 1,2 and 3 six credits are required for an Award and 13 for a Certificate. At Levels 1 and 2 eight credits are required for an Award and 13 for a Certificate.

Personal Development Programme (Bronze; Silver and Gold)- Entry Level 3 and Level 1:

ASDAN's Personal Development Programmes offer imaginative ways of developing, recording and certificating a wide range of young people's personal skills, qualities and achievements; as well as introducing them to new activities and challenges. These programmes link to nationally recognised qualifications.

The Personal Development Programmes are aimed at learners working at Entry 3 and Level 1 and can be used as a major part of the curriculum, to enable tutors to engage learners in developing relevant life skills.

Within the programme learners select a number of challenges from the 12 modules on offer. Students gain one or two credits for each section completed, with each credit representing 10 hours of work/participation. Six credits are needed to complete Bronze, 12 to complete Silver and 18 to achieve Gold.

Students are required to plan and review their work at key points and compile a portfolio of evidence, which documents the challenges they have completed.



Pathway of Accreditation Offer Post 16 Education:

Employability- Entry 2 to Level 1:

The ASDAN Employability qualifications provide a framework for developing and recognising general employability skills at Entry 2, Entry 3, Level 1, Level 2 and Level 3. The qualifications were written to reflect the CBI generic definition for employability across all occupational sectors. Employability units can be used to accredit the soft skills that are the focus of current employer interest.

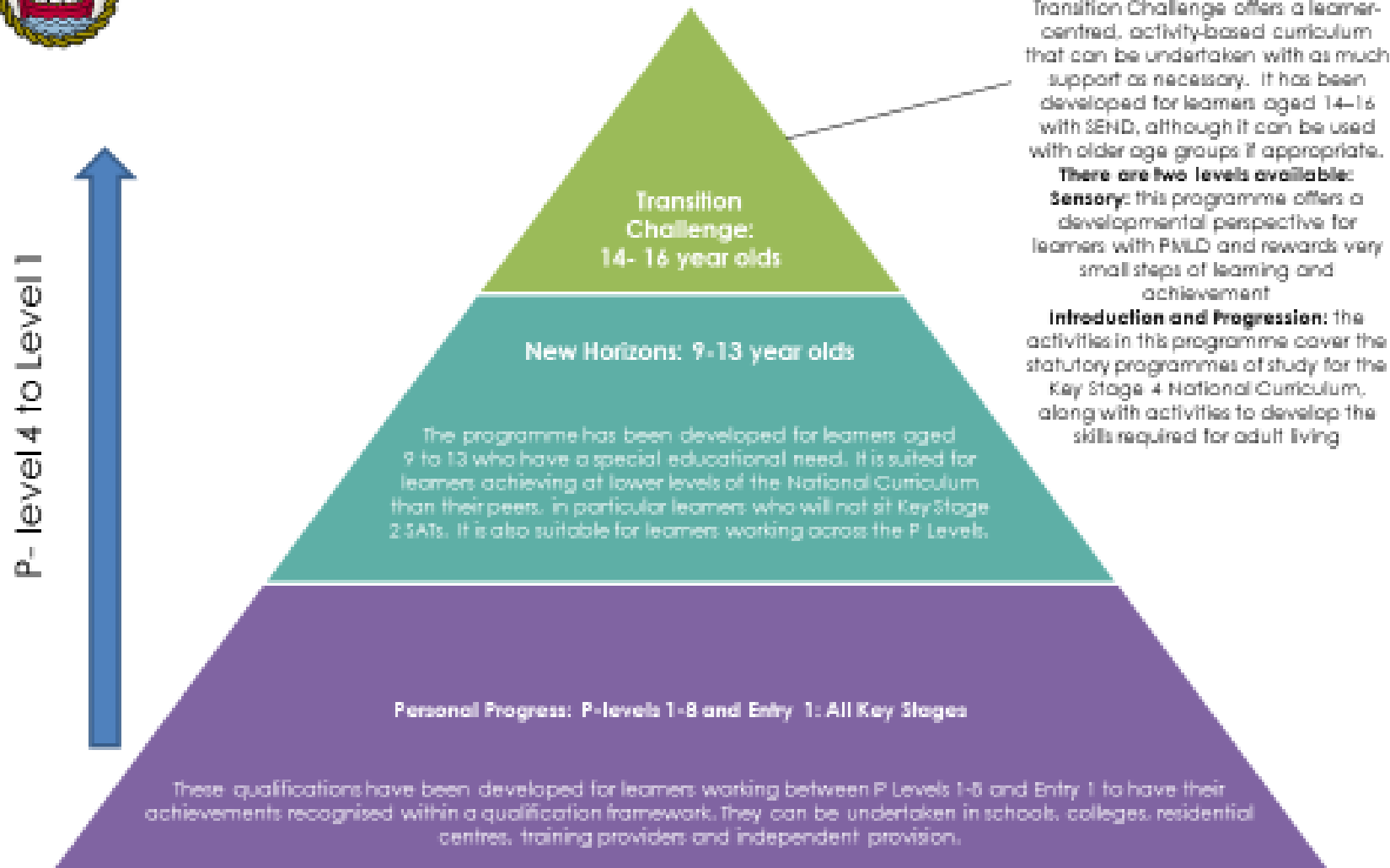
The Entry 2, Entry 3 and Level 1 qualifications are intended for young people and adults for whom a job is a realistic aim within a reasonable timescale. The Level 2 and 3 qualifications aim to help learners develop employability skills within occupational settings, allowing them to build on their employability skills and acquire transferable skills that will help them to progress.

For each level learners must select the required number of units for either an Award or Certificate. Each unit has a credit value, with one credit equal to approximately 10 hours of learning.

Six credits are required for an Award and 15 for a certificate. Units are classed as either 'core' or 'additional'. For an Award candidates must complete at least one core unit; for a Certificate candidates must complete at least two core units. Core units include: maintaining work standards; career exploration; applying for a job; exploring job opportunities; learning through work experience and enterprise skills.



Pathway of Accreditation Offer at Swinderby Lower School:





Pathway of Accreditation Offer at Swinderby Lower School:

Personal Progress- P-Levels 1-8 to Entry 1:

The Entry 1 Qualifications in Personal Progress have been developed to allow recognition within the Qualifications and Credit Framework (QCF) of achievement beneath the Entry level of the National Qualifications Framework (NQF). The Personal Progress qualifications span a wide range of achievement from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding to a range of familiar experiences. The qualifications are offered at Entry 1 and below. In addition, unit certification is available to recognise smaller steps of achievement by candidates who are unable to achieve the full requirements of the qualification. To achieve the Entry 1 qualifications in Personal Progress, candidates must gain credits by completing units and provide evidence to demonstrate skills development. Each unit has a credit value; 1 credit is equal to approximately 10 hours of learning. Although learners may achieve individual units, they can also accumulate the credit they gain for each unit to build a qualification: 8 credits achieves an Award qualification; 14 credits will receive a Certificate qualification and 37 credits receives a Diploma qualification; learners who accrue fewer than 8 credits will receive a unit certificate. Units other than QCF units, the assessment criteria do not pin down a precise standard at which they must be met. Instead they set out a range of standards expressed in terms of stages of the Achievement Continuum. Centres are required to use a Unit Transcript to record learner achievement and to indicate the stage on the continuum at which the learner has achieved for each of the unit assessment criteria. The centre also completes a 'Unit Assessment Checklist' which constitutes the centre's internal assessment record. This checklist shows: where evidence is within the portfolio; the stage of the Achievement Continuum where the candidate is at the point of unit completion and that the Unit Transcript has been completed.

New Horizons 9-13 year olds:

New Horizons is an activity based curriculum resource which has been written to support the delivery of PSHE, Citizenship and Careers Education for learners at Key Stage 3, working between P Levels 1-8. The New Horizons programme is learner-centred, offering structure and flexibility; it provides recognition for small steps in achievement. Working with their tutor, the student completes a Personal Skills section in the 'New Horizons Record Book' for each module they do, which will help them identify specific things they're good at.

The final activity in each module is 'My Challenge'. This requires the learner, working with the tutor, to identify something new they would like to try. Levels of support are used to show how the learner has achieved the activity. They show individual progression and differentiation between learners: Experience recorded; Gestural help; No help; Physical help; Sensory experience; Spoken/signed help. Additionally, there is an opportunity to record students' achievements by allocating a P level or other descriptor to their work, as appropriate.

The activities are split into five modules: Personal; Social; Health; Citizenship; Relationships. Each module contains a focused careers-related activity. The modules within the unit are aimed at enable our students to develop self-awareness; awareness of others and to take greater ownership of their independence skills and everyday living skills. This is completed through a functional and contextualised approach to enhance transferable living skills and encourage independence in all aspects of learning.



Pathway of Accreditation Offer at Swinderby Lower School:

Transition Challenge 14-16 year olds:

Transition Challenge is developed for Key Stage 4 students. The curriculum supports students to be independent and prepares them for the transition to adult life. We deliver a curriculum linked to nationally accredited courses tailored to each student's individual needs, interests, career paths and priorities. All students access the following areas: Functional Maths; Functional English; Functional COMPUTING; Work Related Learning linked to Vocational Options; Creative Curriculum for all and Healthy Lifestyles.

Learners must complete the required number of activities from modules in their chosen student book. Each module can be individually certificated or learners can complete all five modules and receive a gold certificate of achievement. There are four modules in the Sensory book: Communication and Interaction, Cognition, Physical, and Self-help and Independence. Learners must complete at least five activities to achieve each module. Download a sample copy of the Sensory student book. There are five modules in the Introduction and Progression book: Knowing How, Making Choices, Feeling Good, Moving Forward and Taking the Lead. Learners must complete at least nine activities to achieve each module. Download a sample copy of the Introduction and Progression student book.

Levels of support are used to show how the learner has achieved the activity. They show individual progression and differentiation between learners: Experience recorded; Gestural Help; No Help; Physical Help; Sensory Experience and Spoken/Signed Help. Additionally, there is an opportunity to record learners' achievements by allocating a P level or other descriptor to their work, as appropriate.