

## Key Stage 5 Rationale

The aims of the Key Stage Five Curriculum at Pathfield are to:

1. Extend and challenge students' communication skills in all contexts.
2. Provide a high standard of relevant work related learning.
3. To continue to extend students' individual Literacy and Numeracy skills.
4. Provide students with independent living skills relevant to their ability.
5. Provide students with quality opportunities for Community Participation.
6. Teach students how to stay healthy and safe.

Flexibility is central to the Key Stage Five curriculum at Pathfield, with each student's individual needs, abilities and interests placed at the heart of their individualised timetable. In order to maximise on each student's potential and to set them the most appropriate level of challenge, students can access their curriculum from one of three bases: Town Station – (off site provision), Station Bridge, or within the Senior ASD class. In order to provide differentiated levels of support, some students access their timetable across two of these bases. There is also the capacity for those students who make the transition to the off site provision at Town Station, to do so at a time which is appropriate for them – at any time from Year 11.

We are committed to preparing all of our students for their next steps, beyond school and into adult life. As such, the Key Stage Five curriculum is age appropriate and outward looking. Curriculum areas such as 'Work Related Learning', 'Environment and Horticulture' or 'Independent Living Skills' provide students with learning opportunities outside of the classroom, within real-life contexts. New and challenging contexts are also assimilated, from which the students can learn.

Students at Town Station are set targets in areas relevant to building their skills and which are relevant to their next steps, in the following seven areas: Work Related Learning, Independence, Communication, Independent Living Skills (Shop, Cook and Clean), Social Emotional and Mental Health, Personal Safety and Physical and Motor Skills. Students from Station Bridge share the focus on Independence, Work Related Learning, Communication and Physical Skills. Students in the Senior ASD Class have a focus on Work Related Learning as well as following the ABLLS curriculum - a developmental curriculum with 25 target areas, such as visual skills, verbal behaviour skills or dressing skills.

Literacy and Numeracy is embedded in all of the Key Stage Five curriculums and targets linked to Literacy and Numeracy are included in every student's target sheet (IEP). In particular, we are aiming to equip students with the functional skills they will need in adult life. Some students work on extending their written skills through writing lists, letters and CV's for example, whilst others working at a more sensory level, engage in Write Dance sessions, and practice their pre-writing skills. Reading is also linked closely to developing independence. Students will read recipes and instructions for example, which are specifically adapted using the written word and/or symbols so that they are appropriate for each learner's ability and communication level. All resources are adapted so that a student can read and access them with minimal support. In Numeracy, money and time run as hugely relevant themes and we aim to provide students with opportunities to apply their number skills and learning in real life, community settings. In

addition to developing Literacy and Numeracy skills, most Key Stage Five students undertake individual certification pathways from ASDAN or the Open Awards (or both), at a level appropriate to their ability.

Vocational learning is a cornerstone of the Key Stage Five curriculum, with all students learning about and engaging in the working world. Many students access regular work experience placements within local shops and businesses and this work is supported by relevant certification from ASDAN or the Open Awards. Some students undertake work related roles and responsibilities within the school context. All students participate in wide-ranging Enterprise projects. The 'Two Bridges' enterprise projects include the running of a Community Cafe at Barnstaple Library, making goods for sale, fundraising for charities chosen by the students or for school based events such as the end of year Prom. Within the school site, students from Station Bridge have generated money from various art projects. They have been involved in the decision making about spending the profit, funding equipment for leisure, independence and cooking.

The Key Stage Five curriculum also promotes spiritual, moral, cultural, social and emotional development. We promote independence for all of our students, challenging them to develop the independence skills relevant to their needs and abilities. The curriculum aims to develop the students' ability to take responsibility for their personal safety and wellbeing as well as developing the physical skills which underpin tasks related to independence. We have good links with the Independent Travel Trainer and are proud of the successes of this training. Communication skills are central to developing independence and the communication skills of each and every student are extended using a Total Communication approach. We facilitate this by providing the students with every opportunity to communicate with less familiar people and in environments beyond the school context.

We work closely with many outside agencies in order to best prepare our students for their future lives. The person centred reviews draw together everyone who is working with the young person and this helps to pave the way for a smooth transition process. We work closely with Careers Southwest, Petroc and Rosehill as well as other local providers in order to ensure that students move onto appropriate courses, placements and in some cases workplaces. The reviews also allow students and their families to review their individual Destination Pathway documents, which are key to ensuring that we can plan appropriately for them. The Destination Pathways also underpin the mapping of each student's individualised timetable ensuring that they are following the courses and undertaking accreditation which will best prepare them for their future.