



Curriculum Policy

Review

The governing body recognises the importance of keeping its Curriculum Policy up-to-date and will review the policy on an annual basis.

This policy was adopted by the Governing Body of St Francis Special School and Lincoln St Christopher's Special School in 2019.

Date Adopted:	September 2021
Ratified Date:	September 2022
Revision Number:	2
Review Date:	September 2023
Drafted By:	Kelly Bradley & Stacey Waters
Reviewed By:	Janette Kennedy
Approved By:	Janette Kennedy

Vision and Rationale

The St Francis community is committed to our pupils and engagement and enjoyment drive us. At St Francis School, our curriculum encompasses all needs and physical and mental health is at the forefront. We want our children to leave school having developed as many skills as possible for independence and self-advocacy. We aspire for our pupils to stay safe, be happy and work to their potential. All lessons are planned carefully and differentiated to meet the broad range of needs of our pupils. We strive for each individual pupil to have their own voice and communication skills to enable them to access their curriculum to their full potential. Pupils contribute towards setting their own personal/independence targets and are encouraged to take ownership of these. Pupils use their own method of communication to express their wants and needs and functional activities are integrated into the whole school day.

St Francis School provides access to a pupil driven curriculum, where intention is based on functional and meaningful learning outcomes. The team utilise every opportunity to provide exciting and engaging experiences both within and away from the school and involving many different members of the community.

We work collaboratively with all stakeholders including governors, parents and pupils. We also ensure that we work with all other professionals including health and social care to ensure the child’s needs are met through the curriculum and school day.

Pre-Formal	Informal	Semi-Formal 1 2	Formal
 <p>Our vision is that in every Pre-Formal classroom you will be able to see a motivation driven approach, a teacher who places the pupils needs at the centre of planning and provision and a dedicated team who work holistically to ensure each individuals needs are met.</p> <p>Although the curriculum is based around the areas of Communication and Interaction, Cognition and Learning, Physical and Sensory and Social and Emotional, we adopt a</p>	 <p>Our vision is that in every Informal classroom you will see a process based approach enriched by exploration and play. That each and every pupil will have control over their own learning, facilitated by an experienced and ambitious staff team. We aim to challenge pupils to become as independent as possible. We aim for our pupils to form positive connections with staff, increasing self-confidence, self-belief and self-esteem. Through these positive connections we hope</p>	 <p>Our vision for a Semi-Formal learner is that we provide a curriculum which reflects the needs of the whole child and encourages self-help and independence skills. A Semi-Formal timetable incorporates functional English (My Communication), and Maths (My Thinking and Problem Solving), Independence/Life Skills, Physical Wellbeing and opportunities to develop their social communication and understanding of feelings through My Social Skills lessons. Semi-Formal learners</p>	 <p>Our vision for a Formal learner is that they are offered discrete subject-specific lessons that continue to be purposeful for their life but also begin to prepare them for the next stage in their education journey. At Key Stage 4, pupils are entered for accredited courses in English, Maths, Science and Humanities. Learners will also have My Independence, My World and My Social Skills lessons which will better equip them with the knowledge and skills they need</p>

St Francis Special School

<p>cross curricular approach throughout the school day.</p>	<p>that pupils will continue to develop their preferred methods of communication-taking real ownership of their journey. Although the curriculum is based around the areas of Communication and Interaction, Cognition and Learning, Physical and Sensory and Social and Emotional, we adopt a cross-curricular approach throughout the school day.</p>	<p>are also provided with opportunities to feel part of and understand the wider community which is delivered through My World.</p>	<p>when they transition through to Upper School and beyond.</p>
---	--	--	---

Developments around the teaching and learning of pupils with complex needs has evolved into the creation of the Pre-formal curriculum. Our pedagogy now has a clear intent, implementation and impact. This has, and continues to be, driven by in-depth research and will therefore continue to evolve over time.

For the Semi-Formal curriculum, all teaching staff and also some teaching assistants, received training based on the Equals curriculum from Peter Imray: an excellent and experienced special needs consultant. This then informed the school development plan; ensuring that our curriculum meets the individual needs of all our pupils.

In order to decide on our **intent** and vision we consulted all of our staff members on what they felt was important in our curriculum. The whole school was given this opportunity to decide on what are the pertinent **knowledge** and **skills** our children should develop. Consideration was given to 'what our pupils need to know when they leave us'.

We have also consulted parents, pupils, and governors. It is really important that we sought the views of **all** stakeholders.

From this we developed focus groups for our three pathways. Staff have worked together, and continue to do so, in developing a curriculum which meets the needs of all children and the whole child.

In all pathways, professional development has been considered and staff have been deployed to research different areas.

Four members of staff attended the annual EQUAL's curriculum conference. The curriculum lead has also attended several national training and conference events which have informed decision making. Staff also liaise with other local schools and have also visited different provisions in the country.

Following the discussions around intent, the focus groups have been working on **implementation**. The groups have been working on a continuum of knowledge and skills for the new curriculum areas. They have also been working on short and medium term planning as a group and deciding on timetabling.

The **impact** of the curriculum will be evident as follows:

- Learning journeys recorded on Seesaw (Seesaw is an online learning journal)
- The Engagement Model- Pupil Profiles (Pre-Formal and Informal)
- MAPP assessments for pupils on Semi-Formal Curriculum Pathway
- St Francis Stages assessments for English and Maths for Formal learners
- External qualifications for those pupils on Semi-Formal 2/ Formal Pathway and Functional Skills
- Learning walks
- Lesson observations
- Staff Appraisals
- Holistic pupil progress meetings
- Evaluations of pupils' termly learning intentions (with parents and pupils where appropriate)
- Evaluations of Formal target books
- Work experience
- Dialogue with staff and pupils

Professional development of staff is monitored regularly to ensure our pupils have access to the best education they can. Staff adopt a research-based approach to interventions and share their findings with the school.



EYFS

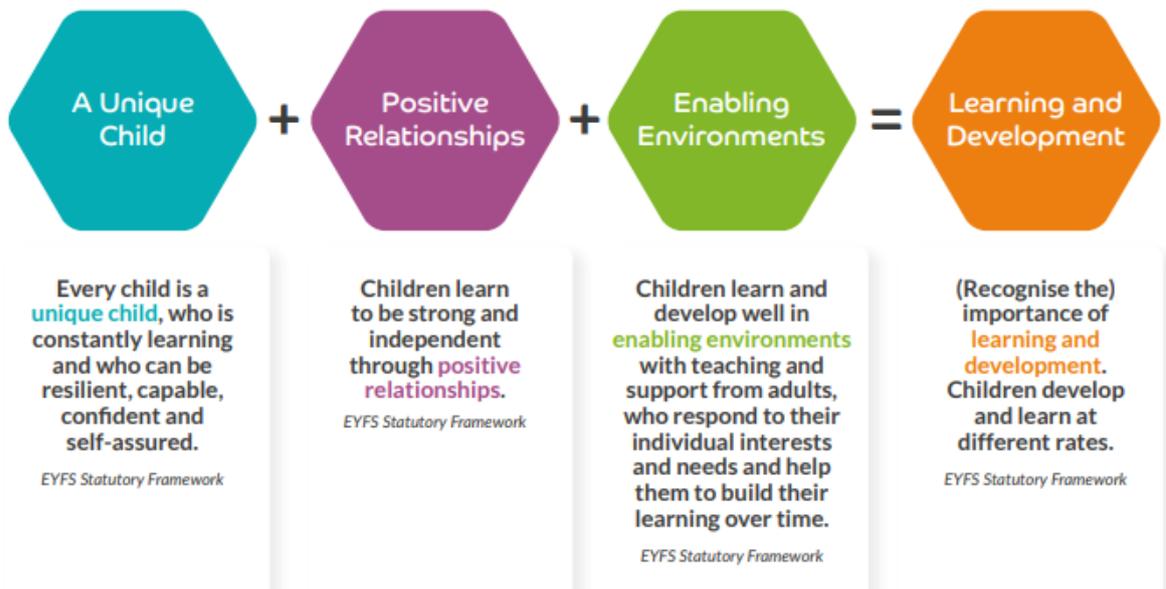


INTENT

The EYFS curriculum offer is flexible and responsive to the direct need of our pupils. We offer a broad and balance timetable, unique to our provision. We aim to make every day meaningful to enrich the lives of our pupils. The support staff play an invaluable role; knowing what motivates their pupils to ensure high quality interactions and engagement. Learning takes place in a rich and stimulating environment ensuring all children achieve their potential.

The curriculum offer is based on the EYFS framework and the below principles underpin our practice. Elements of our Pre-Formal curriculum are incorporated to support the needs of our most complex pupils. Whilst our Informal curriculum is embedded to support pupils who require a continuous provision approach to learning.

The EYFS is a developmental curriculum which plays a diagnostic role to establish which curriculum pathway the pupils will begin in Year 1. If this is to be a formal pathway, we would likely support the family in securing an appropriate mainstream placement, whether full-time or a dual placement.



We aim to provide a stimulating and exciting learning environment in which pupils feel valued, secure and able to achieve to the best of their abilities. The features of our EYFS class(es) which allow us to do this are:

- Successful partnerships with parents allowing us to help our pupils to reach their full potential.
- The understanding that our staff have of how children learn and develop.
- Continual training to ensure staff have the skills and knowledge needed to deliver an effective curriculum.
- A strong focus on learning and developing through play and playfulness.
- An understanding of the potential our pupils have for communication and the knowledge, skills and expertise to implement strategies to ensure this is achieved.
- A carefully planned cross-curricular approach tailored to the needs of the individual which helps pupils to achieve within the principles and Early Learning Goals of the EYFS.
- Opportunities for pupils to take part in activities that build on and extend their interests and develop their physical, social, intellectual and emotional abilities.
- Support for learning in different environments using a range of resources and equipment.
- Identification of the progress and future learning needs of the pupils through observations regularly shared with parents.
- A strong relationship between our school and the settings our pupils experience prior to joining our school.
- Clear aims for our work and regular monitoring and training to evaluate and improve what we do.
- Supportive relationships with external professionals to ensure individual needs are met.
- Strong links with Key Stage 1 to ensure a smooth and successful transition

IMPLEMENTATION

We have a strong focus on learning and developing through play and playfulness. We provide opportunities for children to take part in activities that build on and extend their interests and develop their social, intellectual and emotional abilities. We provide opportunities for learning in different environments, both indoors and outdoors, using a wide range of resources and equipment including specialised equipment to support children's complex needs. We include motivators within the learning environment to promote active learning and engagement.

Implementation of EYFS
"Prime areas of development and learning lay vital foundations in the early years"

<p style="text-align: center;"><u>Communication and Language</u></p> <p>Development of communication skills is at the core of our curriculum offer within Early Years.</p> <p>There is a focus on ensuring that every child is able to develop their own form of communication, whatever this may look like. In order to make their own wants and needs known effectively and as a foundation for future learning.</p> <p>A language-rich environment is crucial. This could be in the form of intensive interaction or through repetition of key words and phrases.</p> <p>Key work based upon the development of receptive and expressive language enables us to develop a personalised approach tailored to the needs and abilities of our pupils.</p> <p>We work closely with external professionals to ensure that staff have an excellent understanding of communication potential.</p>	<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <p>PSED is integral to all aspects of the school day. We seek to develop trusting and nurturing connections with each and every pupil, ensuring there is a safe and secure environment in which they can flourish.</p> <p>We aim to form meaningful and nurturing connections with all pupils allowing us to have a secure knowledge of likes/dislikes and key motivators.</p> <p>We work very closely with our families to ensure we have a secure understanding of how to support pupils to become emotionally secure within the school setting.</p> <p>We provide a stimulating and exciting learning environment in which children feel valued, safe, secure and able to develop and grow in confidence.</p> <p>Through positive adult relationships pupils are supported to effectively manage their own feelings and behaviour.</p>	<p style="text-align: center;"><u>Physical Development</u></p> <p>The importance of physical development is key to our pupils' health and wellbeing. The curriculum we offer is based around current research in relation to sensory integration. Pupils experience a wide range of activities including Rebound, Swimming and Sensology.</p> <p>Individualised physiotherapy programmes are carried out daily.</p> <p>We work closely with the therapy department to ensure pupils have access to specialist equipment to support physical development.</p> <p>All pupils are actively encouraged to explore their environment as independently as possible to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <p>Pupils have opportunities throughout the timetable to be as active as possible, supporting the development of gross motor skills through sessions such as rebound and sensology. Development of fine motor skills is supported holistically throughout the day and expectations are individualised according to need.</p>
---	--	---

Implementation of EYFS
"Specific areas of learning and development provide children with knowledge and skills to flourish in society"

<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p>Creativity and the arts are an integral part of school life providing motivational opportunities for engagement, exploration and purposeful learning opportunities.</p> <p>Pupils are able to create sounds and access instruments and props in a motivating and engaging environment. Self-expression is encouraged through a variety of platforms. Different styles of music are used to provoke responses and emotions in an immersive environment. These sessions are delivered within the drama studio or other sensory space whenever possible.</p>	<p style="text-align: center;"><u>Literacy</u></p> <p>Communication and Language is essential to the development of early literacy skills.</p> <p>A focus on language comprehension and communication will build a good foundation on which to build future skills.</p> <p>We promote and foster a love of reading through sensory stories, shared reading, rhymes and songs. Sensory stories partner concise text with strong sensory stimuli to convey a narrative. Pupils are provided time to listen and process the story, whilst being given the opportunity to explore related objects to aid their understanding, problem solving and promote communication.</p> <p>Songs and rhymes are used spontaneously throughout the day.</p> <p>Core symbols are modelled and implemented daily, where appropriate.</p> <p>For those pupils that show an interest in more conventional storybooks and reading materials, they will be given opportunities to explore these in discreet sessions throughout the day. Reading materials are personalised or chosen to reflect the engagement and developmental level of the pupil, in order to create opportunities to develop their communication and interaction, as well as their understanding of the link between print and meaning.</p> <p>Where appropriate pupils will be supported to develop their emergent literacy skills with support to develop oral language, concepts about print, alphabet knowledge and phonemic awareness.</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p>We endeavour to develop early mathematical concepts within rich and meaningful contexts. Where appropriate- pupils are encouraged to develop early problem solving skills, patterns and sequencing and awareness of number within play based activities.</p> <p>Pupils will be encouraged to explore materials freely both outdoors and inside the classroom.</p>
		<p style="text-align: center;"><u>Understanding the World</u></p> <p>We provide opportunities for pupils to make sense of their physical world and community.</p> <p>We endeavour to enhance pupils' learning opportunities offering a rich and diverse curriculum.</p>

The curriculum offer is also based around the four areas of need. **Communication and Interaction**, **Cognition and Learning**, **Physical and Sensory** and **Social and Emotional**.

IMPACT

On entry to the EYFS department pupils are assessed through a care plan meeting to establish how best to meet their physical and intellectual needs.

Children in Early Years achieve the best possible outcomes. The opportunities that are provided to develop their knowledge and skills are carefully tailored to individual needs. Each child is therefore able to achieve excellence in their own learning and is well prepared to move on to the next stage of education.

Impact is measured in a variety of different ways.

“Holistic assessment focuses on the pupil as a whole, rather than only focusing on specific elements. A holistic assessment of pupils’ progress and development considers all aspects of their individual needs, including how they interrelate with each other and the factors that influence them, and how this affects how they learn. This allows the assessment to capture a fuller picture of pupils’ progress and development over a period of time” (Engagement Model 2020)

Pupil Profiles

Pupil profiles document the personal approach needed to ensure engagement. Pupil profiles are updated as and when needed and are formally reviewed termly. Profiles are displayed in the classrooms; accessible to all practitioners. Profiles enable us to adapt the learning environment according to need. They should be reviewed in collaboration with the whole class team- taking into account reports and suggestions from other professionals such as SALT, SEST and Physiotherapy.

Next Steps

Each pupil has individualised learning intentions set within the four areas of need; practitioners update these and these are regularly shared with parents. Parents views are taken into consideration when setting and reviewing intentions. These intentions are then incorporated, in a cross-curricular way, throughout the school day. Education Health Care Plan (EHCP) targets are incorporated within these as well as long-term next steps.

Seesaw

Seesaw is a secure online portfolio that allows teachers to document and reflect on pupils’ engagement within school. Each student has their own individual journal where pictures, videos and messages can be shared between school and home. Keeping a journal of progress also allows practitioners to reflect on learning within the four key areas of need ensuring sessions are tailored to maximise engagement.

Holistic Assessment Meetings

Progress meetings are held termly with teaching staff to review engagement and to ensure that the curriculum offer is meeting needs. Pupil profiles, Seesaw and Next Steps are reviewed as part of this process.

All teachers meet termly to share a pupil progress journey.

Parental Engagement

“Parents and carers also play a very important role in holding schools to account by asking questions about their children’s attainment and progress and by engaging in dialogue with the school about the aspirations and expectations for their children” (The Rochford Review, 2016)

Parents are very closely involved with their child’s learning and we maintain regular contact via seesaw, parents evening, annual review meetings, visits to school, phone conversations and end of year progress reports. These approaches all support partnership working and enable parents to support their own child’s learning at home, leading to the best outcomes. Parents often share home activities and motivators with us to aid our approach in school.

On entry to the EYFS department a care plan meeting is held with parents/carers, class staff and the on-site nursing team. This allows discussion on how best to meet the child’s needs holistically. This forms the foundation of a supportive partnership.

Statutory Assessment Points

- Characteristics of Effective Learning are included within pupil profiles and are shared with parents yearly.
- EYFS Profile- updated at the end of Reception and outcomes will be reported to the LA and the DfE. This will also be shared with parents as part of their annual report.
- 2 Year Health Check- If a pupil starts at St Francis after their 3rd birthday the 2 year health check will have been completed prior. If a pupil starts before their 3rd birthday we will complete the 2 Year Health Check if this has not been done previously.
- Pupils will be submitted for the Reception Baseline Assessments where appropriate.

Supporting Documents

- Birth to 5 Matters- Non-statutory guidance for the Early Years Foundation Stage.
- Development Matters- Non-statutory curriculum guidance for the early years foundation stage.
- DfE Statutory Framework for the Early Years Foundation Stage.



PRE-FORMAL CURRICULUM



INTENT

Our Vision

'Every child deserves a champion, an adult who will never give up on them, who understands the power of connection and insists that they can become the best they can possibly be' (Rita F. Pierson, Every Kid Needs a Champion, 2013)

Our vision is that in every Pre-Formal classroom you will be able to see a motivation driven approach, a teacher who places the pupils needs at the centre of planning and provision and a dedicated team who work holistically to ensure each individual needs are met.

'We don't make sense of people, we make sense with them' (De Jaegler, Di Paola, and Gallagher, 2010)

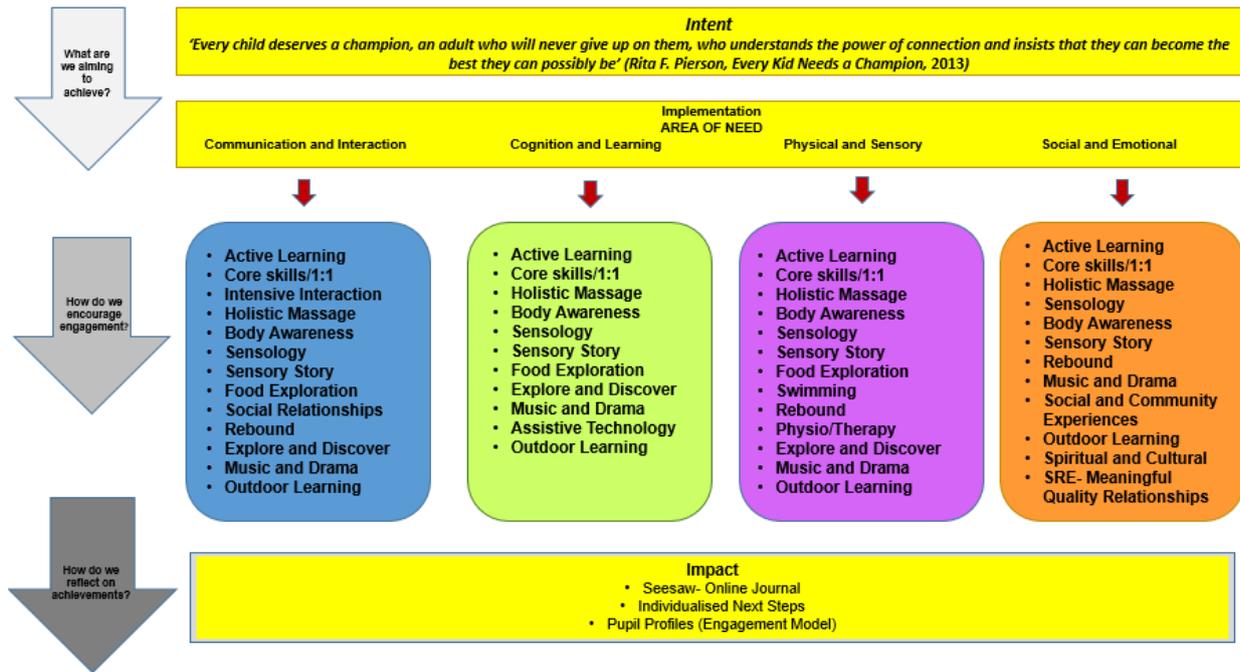
Every classroom is unique and the team works creatively to ensure that all sessions delivered are purposeful to enhance meaningful engagement. Our aim is to release our learners' motivation, unlock their curiosity and increase their participation.

We have created a 'research driven' curriculum, which has provided us with a platform to enhance, challenge and develop our practice.

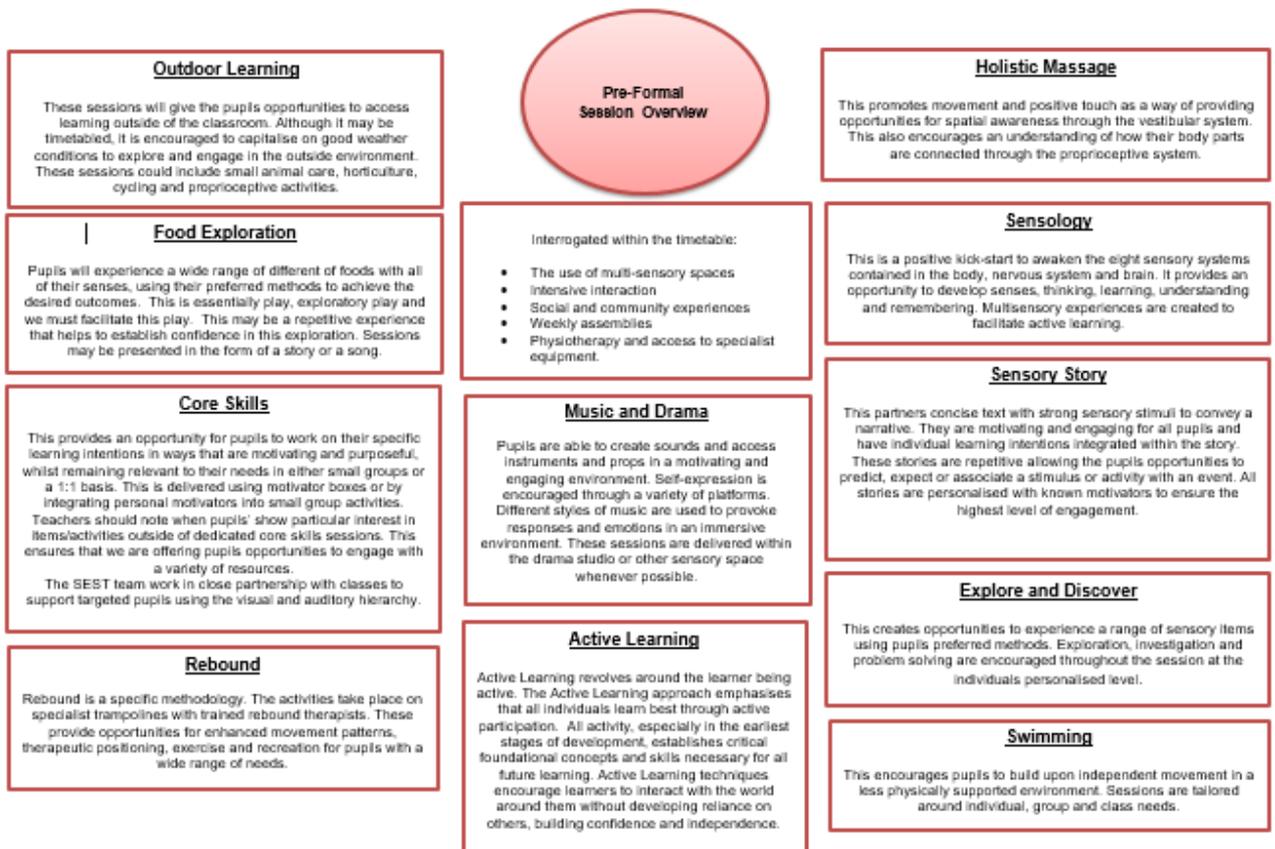
IMPLEMENTATION

We recognise the importance of a broad and balanced curriculum and appreciate that this will look different for each pupil. Although the curriculum is based around the four areas of need- **Communication and Interaction**, **Cognition and Learning**, **Physical and Sensory** and **Social and Emotional** we adopt a cross curricular approach throughout the school day.

St Francis Special School



Pre-Formal Session Overview



IMPACT

“Holistic assessment focuses on the pupil as a whole, rather than only focusing on specific elements. A holistic assessment of pupils’ progress and development considers all aspects of their individual needs, including how they interrelate with each other and the factors that influence them, and how this affects how they learn. This allows the assessment to capture a fuller picture of pupils’ progress and development over a period of time” (Engagement Model 2020)

The Engagement Model

“Effective use of the engagement model is based on regular observational assessment and reflective pedagogy. Observational assessment is central to understanding what the pupil knows and what they can do. It is the most reliable way of building up an accurate picture of pupil’s progress” (The Engagement Model, 2020)

Practitioners are continually encouraged to reflect on observations which inform planning, assessment and helps us to set pupils’ next steps.

“Engagement is the single best predictor of successful learning for children with learning disabilities (Iovannone et al., 2003). Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, meaningful outcome, real attainment or quality progress (Carpenter, 2010)”

Pupil Profiles

Pupil profiles document the personal approach needed to ensure engagement. Pupil profiles are updated as and when needed and are formally reviewed termly. Profiles are displayed in the classrooms; accessible to all practitioners. Profiles enable us to adapt the learning environment according to need. They should be reviewed in collaboration with the whole class team- taking into account reports and suggestions from other professionals such as SALT, SEST and Physiotherapy.

Next Steps

Each pupil has individualised learning intentions set within the four areas of need; practitioners update these and these are regularly shared with parents. Parents views are taken into consideration when setting and reviewing intentions. These intentions are then incorporated, in a cross-curricular way, throughout the school day. Education Health Care Plan (EHCP) targets are incorporated within these as well as long-term next steps.

Seesaw

Seesaw is a secure online portfolio that allows teachers to document and reflect on pupils’ engagement within school. Each student has their own individual journal where pictures, videos and messages can be shared between school and home. Keeping a journal of progress also allows practitioners to reflect on learning within the four key areas of need ensuring sessions are tailored to maximise engagement.

Holistic Assessment Meetings

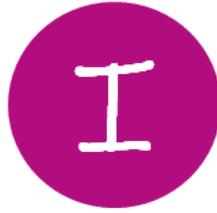
Progress meetings are held termly with teaching staff to review engagement and to ensure that the curriculum offer is meeting needs. Pupil profiles, Seesaw and Next Steps are reviewed as part of this process. Regular classroom 'drop ins' also form part of this process.

All teachers meet termly to share a pupil progress journey over a term, clearly documenting where the pupil started to where they are now and commenting on the support and interventions in place to support their progression.

Parental Engagement

"Parents and carers also play a very important role in holding schools to account by asking questions about their children's attainment and progress and by engaging in dialogue with the school about the aspirations and expectations for their children" (The Rochford Review, 2016)

Parents are very closely involved with their child's learning and we maintain regular contact via seesaw, parents evening, annual review meetings, visits to school, phone conversations and end of year progress reports. These approaches all support partnership working and enable parents to support their own child's learning at home, leading to the best outcomes. Parents often share home activities and motivators with us to aid our approach in school.



INFORMAL CURRICULUM



Intent

Our Vision

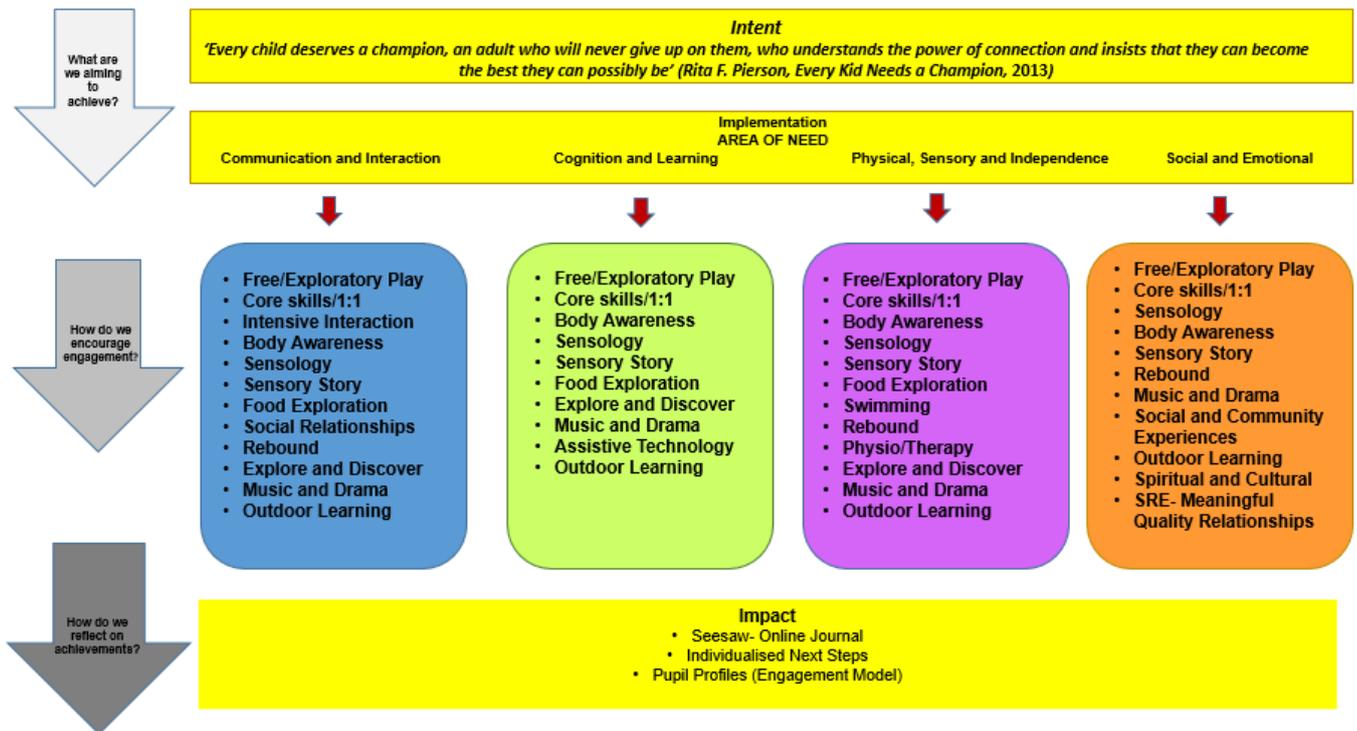
‘Every child deserves a champion, an adult who will never give up on them, who understands the power of connection and insists that they can become the best they can possibly be’ (Rita F. Pierson, Every Kid Needs a Champion, 2013)

The informal curriculum is for those pupils who are working consistently and over time within the P4-P5 bracket.

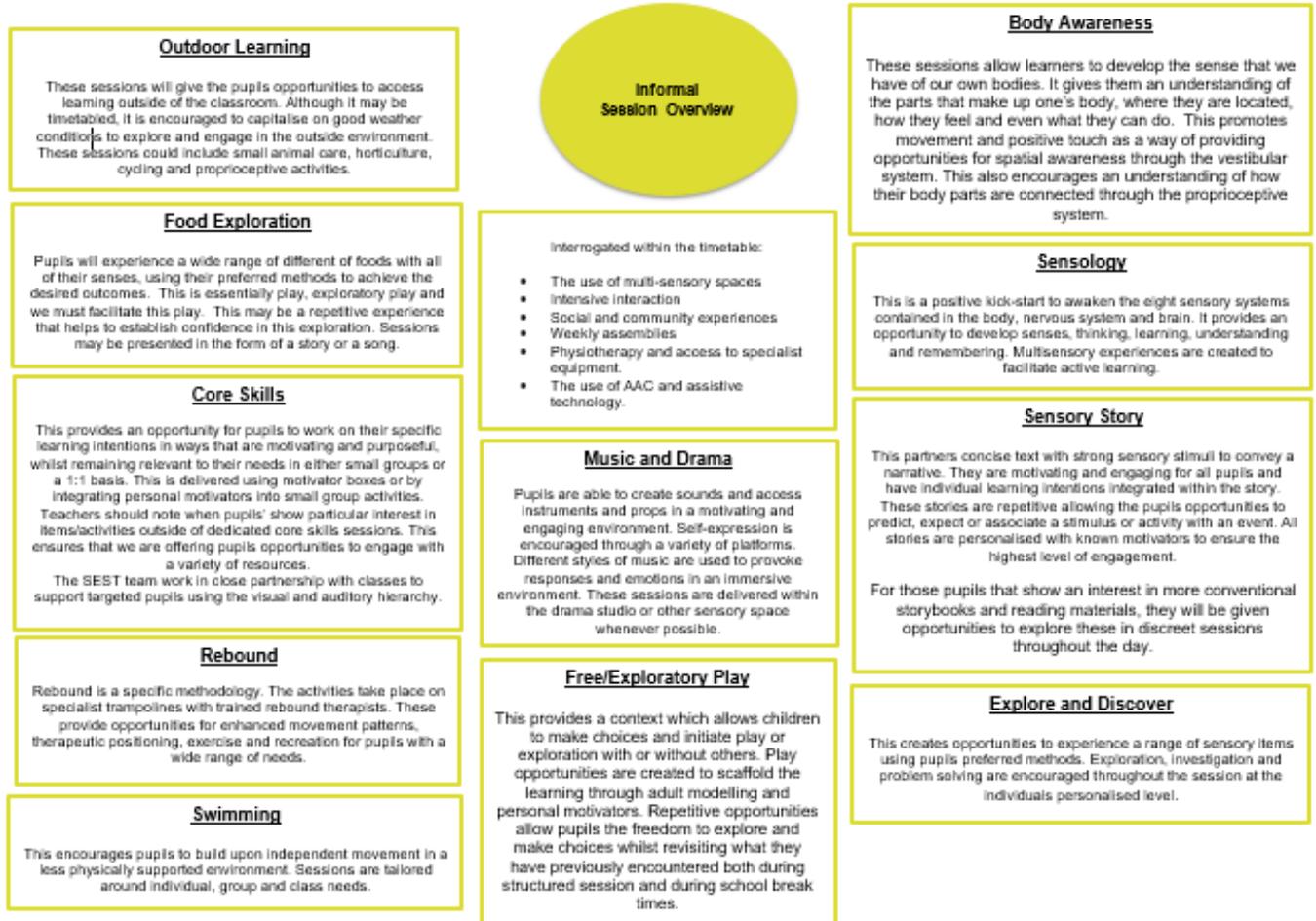
Our vision is that in every Informal classroom you will see a process based approach enriched by exploration and play. That each and every pupil will have control over their own learning, facilitated by an experienced and ambitious staff team. We aim to challenge pupils to become as independent as possible. We aim for our pupils to form positive connections with staff, increasing self-confidence, self-belief and self-esteem. Through these positive connections we hope that pupils will continue to develop their preferred methods of communication- taking real ownership of their journey.

IMPLEMENTATION

We recognise the importance of a broad and balanced curriculum and appreciate that this will look different for each pupil. Although the curriculum is based around the four areas of need- **Communication and Interaction**, **Cognition and Learning**, **Physical and Sensory** and **Social and Emotional** we adopt a cross curricular approach throughout the school day.



Informal Session Overview



IMPACT

“Holistic assessment focuses on the pupil as a whole, rather than only focusing on specific elements. A holistic assessment of pupils’ progress and development considers all aspects of their individual needs, including how they interrelate with each other and the factors that influence them, and how this affects how they learn. This allows the assessment to capture a fuller picture of pupils’ progress and development over a period of time” (Engagement Model 2020)

The Engagement Model

“Effective use of the engagement model is based on regular observational assessment and reflective pedagogy. Observational assessment is central to understanding what the pupil knows and what they can do. It is the most reliable way of building up an accurate picture of pupil’s progress” (The Engagement Model, 2020)

Practitioners are continually encouraged to reflect on observations which inform planning, assessment and helps us to set pupils’ next steps.

“Engagement is the single best predictor of successful learning for children with learning disabilities (Iovannone et al., 2003). Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, meaningful outcome, real attainment or quality progress (Carpenter, 2010)”

Pupil Profiles

Pupil profiles document the personal approach needed to ensure engagement. Pupil profiles are updated as and when needed and are formally reviewed termly. Profiles are displayed in the classrooms; accessible to all practitioners. Profiles enable us to adapt the learning environment according to need. They should be reviewed in collaboration with the whole class team- taking into account reports and suggestions from other professionals such as SALT, SEST and Physiotherapy.

Next Steps

Each pupil has individualised learning intentions set within the four areas of need; practitioners update these and these are regularly shared with parents. Parents views are taken into consideration when setting and reviewing intentions. These intentions are then incorporated, in a cross-curricular way, throughout the school day. Education Health Care Plan (EHCP) targets are incorporated within these as well as long-term next steps.

Seesaw

Seesaw is a secure online portfolio that allows teachers to document and reflect on pupils’ engagement within school. Each student has their own individual journal where pictures, videos and messages can be shared between school and home. Keeping a journal of progress also allows practitioners to reflect on learning within the four key areas of need ensuring sessions are tailored to maximise engagement.

Holistic Assessment Meetings

Progress meetings are held termly with teaching staff to review engagement and to ensure that the curriculum offer is meeting needs. Pupil profiles, Seesaw and Next Steps are reviewed as part of this process. Regular classroom 'drop ins' also form part of this process.

All teachers meet termly to share a pupil progress journey over a term, clearly documenting where the pupil started to where they are now and commenting on the support and interventions in place to support their progression.

Parental Engagement

"Parents and carers also play a very important role in holding schools to account by asking questions about their children's attainment and progress and by engaging in dialogue with the school about the aspirations and expectations for their children" (The Rochford Review, 2016)

Parents are very closely involved with their child's learning and we maintain regular contact via seesaw, parents evening, annual review meetings, visits to school, phone conversations and end of year progress reports. These approaches all support partnership working and enable parents to support their own child's learning at home, leading to the best outcomes. Parents often share home activities and motivators with us to aid our approach in school.



Semi-Formal Curriculum



Intent

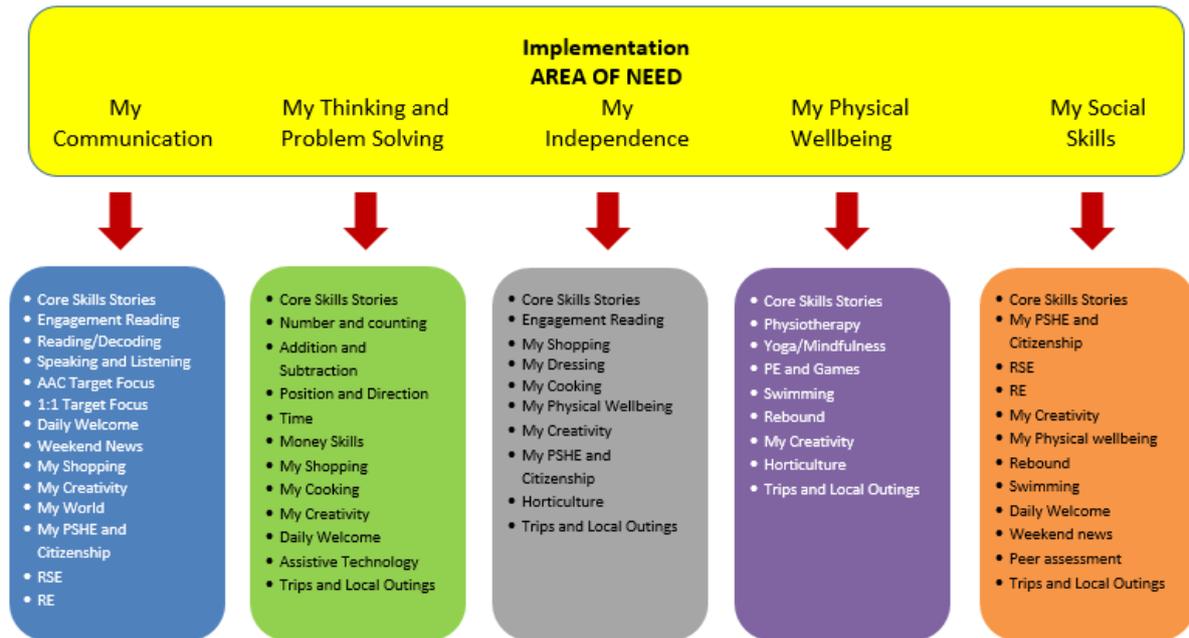
For all our Semi-Formal learners, we provide a curriculum that reflects the needs of the whole child. Our curriculum aims to prepare our learners for life as adults after St Francis School by offering functional and personalised learning to enable them to hold a positive place in their community. The curriculum has a strong foundation of life skills and promoting independence in our learners. Our curriculum also includes functional English (My Communication) and functional Maths (My Thinking and Problem Solving). We provide real-life opportunities for the pupils to feel part of and understand their community and wider world as well and encouraging social communication and opportunities to apply these skills in their local community. The curriculum also provides opportunities for creativity and the development of their physical well-being, through PE, Games, yoga and mindfulness as well as Physiotherapy and Swimming. With the right environment and support, we strive for our pupils to become confident communicators, early readers, independent thinkers and problem solvers.

Our Semi-Formal Curriculum follows the principles and format of the EQUALS Semi-Formal Explore and Challenge Curriculums. This approach has allowed us to promote what our learners need, rather than being constrained by subject areas.

Implementation

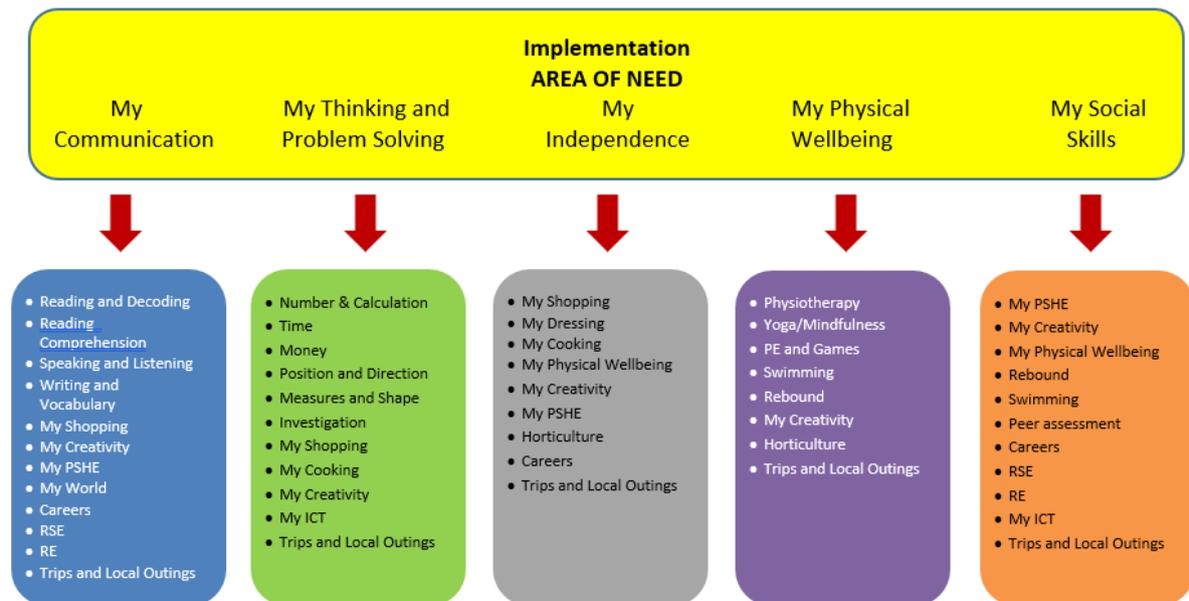
Semi-Formal 1

Semi-Formal 1 learners are offered Core Skills Stories, covering personalised learning intentions for each learner. Whilst discrete lessons are offered for My World, My Cooking, My Art and My Social Skills, a continuous curriculum is at the heart of a Semi-Formal 1 pathway. The continuous curriculum environment is created so that learners can engage with all areas and able to make progress in multiple learning intentions within the different areas. It also offers opportunities for paired and group interaction, promoting social skills, whilst the timetabled, core skills stories offer a more focused, individual learning context.



Semi-Formal 2

Lessons for a Semi-Formal 2 learner are delivered in discrete subject-specific lessons where students can learn the skills required. However, there are many opportunities for learning intentions to also be achieved in subjects such as; My World, My Cooking, My Independence and My Social Skills, allowing them to apply the skills in another learning context.



My Communication

Communication and Literacy skills are incorporated across the curriculum and are not specific to Communication lessons. Opportunities are made throughout the school week for reading and writing as well as speaking and listening through discussions and social conversations. We aim to expand the pupil's language and vocabulary through all the work we do. Our pupils love reading and stories and all of our pupils will have reading books, whether that is to read themselves or to be shared with others through engagement. Each one of our Semi-Formal learners are on one of the 3 available reading pathways: Phonics, Grammar and Vocabulary and Engagement. Semi-Formal learners have access to symbol supported software which enables learners to be more fluent in their reading. We also use Clicker Writer and other iPad accessible apps to enable learners to have more support to promote independent writing.

My Thinking and Problem Solving

Our My Thinking and Problem-Solving lessons are a combination of skill-based learning and repetition as well as using the learned skills to be able to solve real-life problems. Problem solving is taught by using a 5-tiered approach from EQUALS, working towards independent problem solving and generalisation of the skills that have been learnt in the first stage. There are also opportunities to embed these skills in our independence area by visiting the St Francis convenience shop and tuck shop each week as well as opportunities to visit the local community.

Careers

During the final year of Key Stage 3, our Semi-Formal 2 learners will take part in Careers sessions. They will have lessons exploring different jobs, providing them with the opportunity to interview people in those job roles as well as experience these first hand. Within school, pupils will explore the job roles of our different teams around school covering the broad range of job types.

Pupils will also have the opportunity to explore jobs outside of the school, within our local community. These can take place through visits to places of work as well as special visits from people to our school. Some of the jobs or places of work our pupils will explore are:

- The Fire Brigade
- The Police
- Public transport
- Local library
- The Church
- Local shops
- The Post Office
- Local cafes
- Charities

RSE

Relationships and Sex Education (RSE) is delivered in relation to the statutory government guidance (September, 2020). As the teaching of RSE can be a sensitive topic, it is delivered taking into account age appropriateness as well as an individual's cognitive ability in relation to their physical age and parental agreement.

All Semi-Formal learners will be taught the importance of meaningful and caring relationships and friendships, online relationships as well as being safe when browsing online.

Semi-Formal 2/Formal learners will also be taught about intimate/sexual relationships and how to stay safe, online media, different types of families and LGBT as well as respectful relationships. Semi-Formal 2/Formal learners will also explore the Law in relation to: physical and mental wellbeing, menstruation, the changing adolescent body, the importance of healthy eating and fitness, drugs, alcohol and tobacco misuse, health prevention and basic first aid.

My PSHE and Citizenship

This curriculum is integral to all we do. Although pupils will take part in discreet lessons their will very much be a cross-curricular approach. The pupils also have their own individual 'Communication and Interaction' and 'Social, Emotional and Mental Health' targets as outlined in their EHCP. Where appropriate, some children may take part in the 'special friends' programme or other targeted interventions. We have a mental health first aider and two ELSA trained staff. Our SMSC leader is available to support staff. We maximise opportunities to explore cultural diversity across the whole curriculum in a variety of different ways. This could be delivered in discrete lessons, collective worship or a structured theme day.

My Independence - My Cooking, My Shopping, My Dressing

This will be incorporated through all subjects and all routines throughout the day. Developing independence is essential to improve a pupil's self-confidence and self-worth. Therefore, it is our aim to make everything that we offer is functional and purposeful to the individual learners. For example, this could be understanding healthy diets, writing a shopping list, going to the shops to purchase the items and making the food. We also work closely with parents to enable learners to be able to transfer their skills between home and school.

My ICT

ICT is a massive part of our pupils' lives through supporting their independence in reading, writing, communication and enjoyment! The school accesses training and is fortunate in owning some fantastic equipment to support this. There is a multi-interactive sensory room and also specialist equipment in the swimming pool. There are lots of portable pieces of equipment which can be used in different classes. We have a large number of iPads and computers, including eye gaze computers, with up to date, current and useful software which the staff are trained in using. Part of the ICT curriculum also educates our learners around internet safety, online relationships and how to ask for help.

My World

My World encompasses Humanities and Science as well as RE. The learning is focused about understanding the world in which they live in and how it works as well as learning about the parts of the world they are yet to discover. My World offers a thematic approach to ensure we offer a broad and balanced curriculum.

My Creativity

My Creativity is a combination of Art, Drama and Music. Pupils have opportunities to access further creative experiences through lunchtime clubs such as choir and karaoke. Pupils are offered access to one to one music lessons which include: drumming, keyboard and guitar. The school understand the value of the arts and specialist theatre companies and music experiences are regularly booked for the children to take part in. The Creative Arts teacher

will involve pupils in productions throughout the year where parents are invited to watch and celebrate.

My Physical Wellbeing

My Physical Wellbeing is a combination of PE and Games, Yoga and Mindfulness and Healthy Body/Healthy Mind. The school environment is well equipped to meet the physical needs of the pupils. The school has an on-site hydrotherapy pool with swimming teachers. There is also on-site support from NHS staff (nurses, physiotherapists and occupational therapists). Many staff are rebound therapy trained and staff are able to meet the pupils' physical needs. The outdoor environment is also accessible for all pupils. There are a number of adapted bikes and playground equipment.

Impact

Learning Intentions and MAPP

The pupils are set learning intentions in 5 areas: My Communication, My Thinking and Problem Solving, My Physical Wellbeing, My Independence and My Social Skills. These are set on a termly basis: in conjunction with parents and other professionals. The pupils are also involved through their person-centred plans. We measure the outcomes using the MAPP assessment tool. MAPP provides the opportunity to track the learning intentions set and review achievements against The Continuum of Skill Development focusing on prompting, fluency, maintenance and generalisation. There is greater emphasis on the pupils mastering their skills so that they are transferable in different situations and can be achieved as independently as possible.

For non-core subjects, pupils are tracked on the progression of skills framework for each curriculum area. This ensures that the pupils are taught at their correct starting point.

Seesaw Learning Journal

Seesaw is a secure online portfolio that allows teachers to document and reflect on pupils' engagement within school whilst also sharing these with families. Each pupil has their own individual journal where pictures, videos and messages can be shared between school and home. This also allows practitioners to reflect on learning within the five key areas of need within our curriculum. All parents have the opportunity to connect with their child's journal where they are able to view, like comment on the learning journey that their child is making throughout the year. This also provides a good communication platform and an opportunity to share all that their child is involved in at school.

Holistic Assessment Meetings

Previous standardisation meetings became irrelevant so now practitioners meet together at the end of each term to reflect on pupil journeys over time. In these meetings we discuss pupil progress, the impact of the curriculum and the pupils' engagement within the sessions offered.

Intervention Plans

Practitioners hold pupil discussion meetings to identify curriculum areas where added support is required. As a team, intervention plans are devised, and practitioners work together to solve the on-going challenge of finding extra pockets of time to provide the necessary support. These meetings are held alongside updating the MAPP sheets, but time is regularly set aside during curriculum meetings to discuss interventions when a need arises.



Formal Curriculum

Intent

The Formal Curriculum offers the same subject range as the Semi-Formal 2 Curriculum but is delivered at a higher cognitive level through delivery of discrete subjects. Although there are elements of a mainstream model, consideration is given to an adapted curriculum which reflects the needs of the whole child. We have high aspirations for all of our students and they will have the opportunity to access work at their level and where appropriate it may be necessary to obtain off site support. Students who are working and progressing within the adapted national curriculum framework and who are continuing to make good linear progress, will carry out this curriculum. During Key Stage 4 these students will be expected to carry out accredited courses.

Implementation

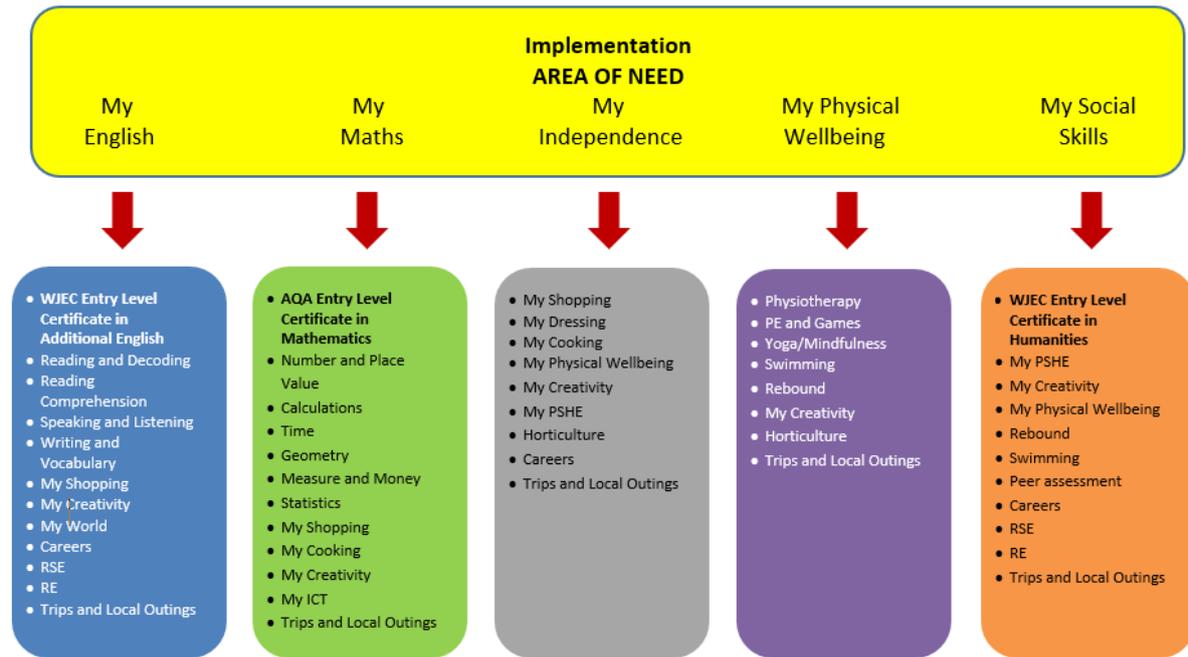
A Formal learner is offered English and Maths lessons which are functional to their life. They cover a range of topics which will enable them to be as independent as possible in their community and wider world. Learners will also have regular lessons of Independence Skills and My World which will better equip them with the knowledge and skills they need when they leave St Francis School. Lessons are taught in discrete subjects whilst working towards multiple targets which are relevant to their individual needs.

Learners will also have the opportunity to enter for accredited courses through the WJEC and AQA examinations board. Accreditation consists of a range of coursework modules and external assessments to earn credit value which will contribute to an award, certificate or diploma in different subjects at Entry Level. This coursework-based approach will also prepare them for their transition into Upper School where they will complete Functional Skills examinations.

The Science and Humanities accredited modules are delivered in relation to the meaningful and motivational rolling themes for the Semi-Formal Curriculum.

As well as the accredited subjects, Students following our Formal Curriculum will also cover the following Semi-Formal subjects:

- RSE
- Physical Wellbeing
- My Independence
- My ICT
- My Art
- My Creativity
- My World



English

Students will access an English accreditation through the WJEC examination board and achieve an Entry Level certification in Additional English. The course is delivered through modules of coursework which will earn credit values to form an award or certificate. Students on the Formal English Pathway will follow one of the 3 reading pathways, with many of them being fluent readers and following the Grammar and Vocabulary reading pathway.

Maths

Students will access a Mathematics accreditation through the AQA examination board and achieve an Entry Level certification in Mathematics. The course is delivered through a combination of coursework and external examinations. The Maths lessons are practical with a focus on real-life problems, teaching the students skills that they need to be successful in life.

Science

Students will access Science accreditation through the WJEC examination board and achieve an Entry Level certification in Science Today. The course is delivered through modules of coursework which will earn credit values. Students will explore and learn about plants, animals and their habitats as well as human biology. Students will also learn about materials and their properties and how to carry out a variety of experiments through scientific enquiry.

Humanities

Students will access a Humanities accreditation through the WJEC examination board and achieve an Entry Level certification in Humanities. The course is delivered through modules of coursework which will earn credit values. These modules of coursework can be a combination of History, Geography, PSHE and RE units.

PSHE and Citizenship

Students will access a Humanities accreditation through the WJEC examination board and achieve an Entry Level certification in Humanities. The course is delivered through modules of coursework from a number of different subject modules which will earn credit values to form

the certificate. PSHE is one of the subject modules which will form the entry level certificate in Humanities.

My Careers

During the final year of Key Stage 3, our Formal learners will take part in Careers sessions. They will build upon their prior knowledge of different job roles and begin to think about their next steps in transition to adulthood. In addition to this, students will be given the opportunity to take part in enterprise projects where they will develop the following skills:

- Working as part of a team
- The role of a project leader
- Managing money
- Planning and design
- Customer service skills
- Communication skills
- Problem solving skills
- Time management skills

Impact

Targets

The students are set targets for the core subjects of English and Maths where multiple targets can be worked on throughout the academic year. Additionally, they will be set targets based around social and emotional development and physical/independence skills. We measure the outcomes for English and Maths using our 'Onwards and Upwards' tracking system using the St Francis Stages outcomes, which is updated termly, marking any progress against the objective statements. The students will also undertake accredited courses at Entry Level 1, 2 or 3 or Level 1, where appropriate across a range of subjects.

Seesaw Learning Journal

Seesaw is a secure online portfolio that allows teachers to document and reflect on students' engagement within school whilst also sharing these with families. Each student has their own individual journal where pictures, videos and messages can be shared between school and home. This also allows practitioners to reflect on learning within the four key areas of need within in our curriculum. All parents have the opportunity to connect with their child's journal where they are able to view, like comment on the progress their child is making throughout the year. This also provides a good communication platform and an opportunity to share all that their child is involved in at school.

Holistic Assessment Meetings

Previous standardisation meetings became irrelevant so now practitioners meet together at the end of each term to reflect on students journeys over time. In these meetings we discuss students' progress, the impact of the curriculum and the pupils' engagement within the sessions offered.

Internal Moderation

Internal moderation meetings take place for our formal learners to scrutinise marked accredited coursework prior to submitting to the WJEC examination board for external moderation. This moderation takes place with other experienced teachers in Semi-Formal and Upper School.

Intervention Plans

Practitioners hold student discussion meetings to identify curriculum areas where added support is required. As a team intervention plans are devised and practitioners work together to solve the on-going challenge of finding extra pockets of time to provide the necessary support. These meetings are held alongside updating the MAPP sheets, but time is regularly set aside during curriculum meetings to discuss interventions when a need arises.

Upper School

Upper School generally encompasses years 11 to 14. Students enter Upper School either from within St Francis School or from other educational providers within the county of Lincolnshire. The main focus within Upper School is to ensure all students are supported and encouraged in becoming as independent and self-reliant as possible in preparation for moving on to adulthood and the challenges it poses when leaving St Francis School.

Intent

At St Francis School, the curriculum in Upper School allows students to follow a Curriculum Pathway that best meets their individual needs. Students will follow either an Upper Pre-formal, Upper Semi-Formal or and an Upper Formal Pathway, each of which is made up of certain subjects that each pupil will be required to study. A range of vocational options are taken up by all students in upper school. This is in preparation for adulthood and independence. The curriculum supports the pupils' individual progression and includes:

- Functional Skills in Literacy and Numeracy; (Core Curriculum- Upper Formal/Upper Semi-Formal)
- Personal, Social, Health and Economic education; (Core Curriculum- Upper Formal/Upper Semi-Formal)
- Core Skills- which covers Communication and Interaction, Cognition and Learning (Core Curriculum- Pre-Formal)
- Independent Living (All pathways) and
- Leisure Activities (All pathways)
- Vocational Options
- Careers/Work Experience,

An Upper Pre-Formal Curriculum Learner

- The students in Upper School accessing this curriculum pathway will at the end of Key Stage 5, be moving onto adulthood and accessing activities in their local community, to further develop their individual skill set as they strive for as much independence as possible with and without support. Following the Upper Pre-Formal curriculum pathway using a holistic approach, students will be supported to develop positive interactive relationships with others, proactively explore the world around them and gain valuable independence/social skills as they prepare for adulthood. All students will continue to be given maximum opportunities to achieve the highest levels of independence, dependent upon their individual needs.

An Upper Semi-Formal Curriculum Learner

- The students in Upper School accessing this curriculum pathway at the end of Key Stage 5 will have the opportunity to continue in education, if appropriate, at the most suitable Post 19 education provision as well as accessing activities within their local communities with the support of Adult Social Services. Students following an Upper Semi-Formal curriculum will have a strong focus on better developing their individual personal development. The curriculum adopts a broad and balanced cross-curricular approach including Functional and Vocational learning. The curriculum content covered supports students to make connections between key areas of their individual development. The Upper Semi-Formal curriculum pathway adopts aspects of the Upper Pre- Formal and Upper Formal Curriculum.

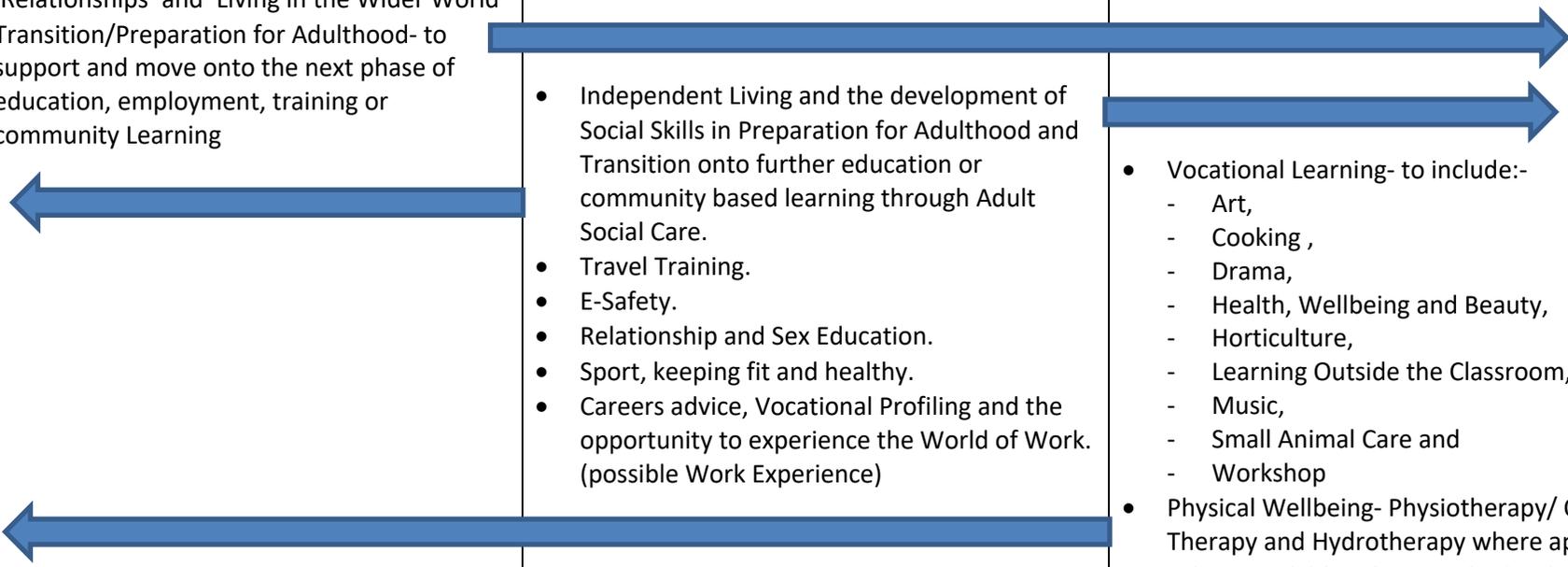
An Upper Formal Curriculum Learner

- The students in Upper School accessing this curriculum pathway will at the end of Key Stage 5 progress onto further education, a form of employment or further training either in or out of the workplace (such as a Supported Internship). This curriculum has a real emphasis on life skills/independence, personal development and their individual preparation for adulthood. The Upper Formal curriculum focus is to maximise educational progress in Functional Literacy, Numeracy and Personal, Social, Health and Economic education. The Upper Formal curriculum focuses more attention on accredited subjects using a variety of different awarding bodies and at the same time encompasses all aspects of the Upper Semi-Formal and Upper Pre-Formal curriculums to meet student's individual needs as they progress towards their next destination post St Francis School.

St Francis Special School- Upper School Curriculum Model

All students in Upper School will follow a personalised Curriculum Pathway tailored to develop their individual abilities, interests, needs, and skills.

Upper Formal Curriculum Pathway	Upper Semi-Formal Curriculum Pathway	Upper Pre-Formal Curriculum Pathway
<p><u>Core Curriculum:</u></p> <ul style="list-style-type: none"> • Functional Skills- Literacy and Numeracy accredited through NCFE, from Entry Level 1 to Level 2 where appropriate to support educational progression. • Personal, Social, Health and Economic Education to include – ‘Health and Wellbeing’, ‘Relationships’ and ‘Living in the Wider World’ • Transition/Preparation for Adulthood- to support and move onto the next phase of education, employment, training or community Learning 	<p><u>Core Curriculum:</u></p> <ul style="list-style-type: none"> • Functional Skills- Literacy and Numeracy with the possibility of accreditation from Entry Level 1 through the NCFE <ul style="list-style-type: none"> • Independent Living and the development of Social Skills in Preparation for Adulthood and Transition onto further education or community based learning through Adult Social Care. • Travel Training. • E-Safety. • Relationship and Sex Education. • Sport, keeping fit and healthy. • Careers advice, Vocational Profiling and the opportunity to experience the World of Work. (possible Work Experience) 	<p><u>Core Curriculum:</u></p> <ul style="list-style-type: none"> • Communication and Interaction, Cognition and Learning • Development of independence as they prepare for Adulthood • Continued communication using ‘SeeSaw’ <ul style="list-style-type: none"> • Vocational Learning- to include:- <ul style="list-style-type: none"> - Art, - Cooking , - Drama, - Health, Wellbeing and Beauty, - Horticulture, - Learning Outside the Classroom, - Music, - Small Animal Care and - Workshop • Physical Wellbeing- Physiotherapy/ Occupational Therapy and Hydrotherapy where appropriate • Leisure Activities, Community Participation and local outings.



Implementation

Students will take part in the following curriculum areas:

<p>Functional Skills: Literacy</p> <p>The Functional Skills qualifications will help students to develop practical skills that will support them in education, work and everyday life by developing confidence, independence and fluency in their literacy and numeracy skills. The examination qualifications range from Entry Level through to Level 2.</p>	<p>The Literacy Course skills will be developed in the following 3 areas:</p> <ul style="list-style-type: none"> • Speaking, listening and communication • Reading • Writing <p>Taking part in this course will enable students to have a positive attitude towards literacy. There will be an emphasis on the underpinning knowledge and skills that learners need; this includes a focus on spelling, punctuation and grammar. At entry levels, there will be detailed reading and spelling expectations based on the structured teaching of phonics. Students will be able to then demonstrate their competence in the 3 strands above by using them in real-life situations.</p>
<p>Functional Skills: Numeracy</p>	<p>In the Numeracy course the content draws upon the underpinning knowledge and skills needed to solve mathematical problems, both with and without a calculator. There will also be a focus on money skills, telling the time, units of measure all set in real –life contexts to help students become more independent in everyday situations.</p>
<p>Music</p>	<p>Students will work with Mr Oates to experience all aspects of music from playing and exploring a variety of musical instruments; creating music using digital technology to singing individually or a part of a group. Music will allow all students in Post 16 no matter their individual ability to express themselves, develop confidence and self-esteem and allow them to make links very well into Drama lessons to support the fantastic productions at school even further.</p>
<p>Personal, Social, Health & Economic Education</p> <p>Personal, Social, Health and Economic (PSHE) education is a subject which develops the knowledge, skills and</p>	<p>This program of study is made up of units which are tailored to the needs and abilities of each group and consist of the following three core themes;</p> <ul style="list-style-type: none"> • Health and Wellbeing • Relationships

<p>attributes all students need in order to keep healthy, safe and to prepare for life in modern Britain. It provides a framework for key skills, attributes and knowledge to be developed and applied to some of the most pressing issues facing young people today, from mental health to understanding the importance of staying safe online, healthy and safe relationships, making sense of media messages, challenging extreme views and understanding that society is diverse. We also consider aspects of the laws to which we must abide by and how we can be protected. We endeavor to give our students insight into real life topics and issues to equip them with the information they need to navigate life as a young person today on their journey towards adulthood.</p>	<ul style="list-style-type: none"> • Living in the Wider World (Relationship and Sex education (RSE) is also a core aspect of the PSHE Programme in Post 16 and will feature in both the Health and Wellbeing and Relationships Units.)
<p>Independent Living</p> <p>This subject is aimed at all students and will allow them to develop their knowledge and skills in areas such as;</p> <ul style="list-style-type: none"> • Being healthy; • Dealing with problems; • Travelling Independently; • Keeping safe; and • Looking after yourself and your own home. 	<p>Students will have the opportunity to experience real life situations that the majority of individuals experience every day. Students will engage in aspects of the wider community at a variety of different locations including the provision we have available to us at Burton Cliff and also within the local and wider community, where independent living skills can be taught in a realistic environment. These skills could include getting out and about and going places, getting on with other people, rights and responsibilities and encountering different daily experiences. Students will be put into the most appropriate Independent Living group that meets their needs and also supports their individual progression as they prepare for and move onto adulthood.</p>
<p>Careers</p> <p>Discreet careers lessons and 1-1 external advice provides students with the opportunities to develop a greater understanding of themselves, explore their ideas and access experiences which will assist their future career planning and decision making beyond St Francis. Working as part of the Local Authority project 'Supported Internships', the Formal curriculum learners is where careers advice and support is key.</p>	<p>Self-Awareness enables students to look at the question 'Who am I' and what is unique about me in order to begin to explore employment, voluntary or experiential possibilities which will give them access to the world of work. Students will look at areas to develop within their own skills and set targets to show personal progress.</p> <p>Exploration allows every student to have multiple opportunities to learn from employers about work, employment and the skills that are valued in the work place. Students will research what skills and aptitudes are necessary within a range of different employment sectors.</p>

	<p>Students will be able to find out about colleges which they can apply to for Post 19 education and have the opportunity to visit some. They will be encouraged to look at provisions which best suit their needs and interests.</p> <p>Experience provides students with first hand experiences of the workplace through work place visits, work shadowing and/or work experience this helps them with the exploration of careers, college and work.</p> <p>Planning and Mapping encourages students to take an ownership over `what happens next `and is incorporated into all three areas.</p> <p>Students will look at the following in order to map and/or plan what is ahead;</p> <ul style="list-style-type: none"> • Goal and Target setting • Looking for work • CV writing skills • Application Forms- Jobs and College • Interview Skills • Voluntary Work/ Work Experience
<p>Sport</p> <p>The subject is designed to enable students to gain practical experience and knowledge to enable them to become more competent in areas that are directly related to Sport but more importantly around keeping as fit and healthy as possible.</p> <p>Learning is designed to be experimental so that concepts are developed and applied in a practical way. Students will extend their skills in a range of team and individual sporting activities.</p>	<ul style="list-style-type: none"> • Football with qualified coaches from the Football Association; • Support from Lincoln University • Wheelchair basketball; • Rounder's; • Boccia; • Cricket; • Table Cricket; • Trampolining/ Rebound; and • Disc Golf.
<p>ICT</p> <p>This subject is to support and build upon student's prior knowledge and understanding of ICT. How to communicate safely is crucial to our era of technology and it is paramount to the safety of our students.</p>	<ul style="list-style-type: none"> • Learn the correct use of Microsoft Office and email; • Understanding the pros and cons of social media; • Understanding the importance of safety on the Internet.

Vocational Options

St Francis Special School

The pupils will then have the opportunity to select from the following options:

Cooking	Students will be taught basic cooking skills including how to prepare and cook a variety of dishes from traditional home made dishes to party food. They will also be taught good hygiene skills, cleanliness, and the importance of health and safety whilst working in a kitchen environment. Their individual skillset will develop over time and allow them to use the skills learnt at school and also in their home environment.
Drama	The St Francis Drama subject is designed for students who want to explore different elements of Performing Arts. Students will achieve a greater sense of independence and self-confidence by building on a variety of skills and Drama techniques. They will be involved in practical performing methods and increase their understanding of the three elements, Music, Dance and Drama. They also work towards developing communications skills to better enhance their life skills. The students involved will explore all aspects of performing arts, including stage management, lighting/sound design, costume and set design.
Health, Wellbeing and Beauty	This subject aims to give our students the opportunity to experience a wide variety of salon treatments across at Enterprise House in the school's salon. Students will experience such things as shampooing, conditioning, blow drying and how to style hair. Students will also experience basic manicure and pedicure treatments. They will also have an understanding of the vital health and safety requirements for working in a salon environment
Horticulture	Using our own school gardens and the Polytunnel, students will have the opportunity to explore plants and vegetables. Students will develop skills in sowing and growing, using tools and harvesting. We have many raised beds and adapted tools for those students that require them. Students use many practical methods to discover how food is grown as well and how a garden is designed and maintained.
Learning Outside the Classroom	This subject will provide the students with the skills that they will require to make the best from the world outdoors. They will learn how to use natural materials, turning

	<p>these into things that we can use to cook with, provide shelter and allow us to overcome everyday problems. Students will learn how to navigate correctly using a variety of technologies both in the city and rural settings. The yearlong subject will be broken down into 6 modules with the students skill set being developed throughout the year, with the ultimate aim for each student taking part, to be involved in a 1 night overnight stay to put all of their skills to the test. The 6 modules include; Setting the scene for the year and establishing basic requirements, Using Natural Materials, Navigation, Cooking, Shelter and Putting all into practice.</p>
Small Animal Care	<p>Students will have hands on experience with different animals in the small animal care provision at St Francis. They are also taught how to clean out, handle and care for small animals.</p> <p>Good links have been developed with local people with unusual pets and farmers which provide the students with greater opportunities to access a variety of different animals. We also have good links with local vets for the students to have good understanding for the welfare of all animals.</p>
Workshop	<p>The Workshop subject is designed to enable students to gain practical experience and knowledge to become more competent in areas that are directly related to work based subjects. In the workshop we encourage students to use both hand and power tools, with the aim for all students to use all tools independently knowing how to keep safe whilst using them.</p> <p>The activities in the Workshop range from carrying out small jobs around the grounds of the school to making picnic benches for school and the wider community.</p>

Leisure activities

Once a week, on a Friday, students will have the opportunity to further develop their independence skills through social activities and will engage in activities that they may or may not have taken part in previously.

These activities include:

- Arts and Craft;
- Cycling;
- Social Group;
- Bowling; and
- Community based activities.

Transition to Post 19 Education

As part of their final year all Year 14 students will attend a transitional afternoon in a college setting where they will engage with college students and understand what college life is all about.

Students will have their lunch using the facilities at the college setting and then engage in a variety of activities that will be hosted by the college, these include:

- Art
- Child Care
- Construction
- Cooking
- Horticulture
- Motor Vehicle
- Performing Arts
- Retail

Impact

Within Post 16, we monitor progress in a variety of ways. Our 'Independent Living Skill Set Audit' allows all students to make progress in elements of everyday living in order to be as independent as possible as they progress onto adulthood. The audit has been adapted from the National Autistic Framework to suit the individual needs of our students. It encompasses the following six areas: Personal Care, Household, Safety and Travel, Social Communication, Food and Drink and Money. Each of the skills within these areas are then broken down further to allow smaller steps of progress; until each student is secure in these skills.

Progress is measured in Functional Skills Literacy and Numeracy by breaking down the awarding body specification to provide teachers and learners with objectives so that progress throughout the year is measurable. This also allows targeted intervention in areas which require improvement in order for students to pass the examinations. All students following Functional Skills are baselined so that individual's targets can be set in order to track progression and challenge. The targets set are agreed through a professional discussion between the teacher and area lead. Progress is then monitored throughout the year during lessons and observations. Data for those learners who are entered for Functional Skills examinations is currently tracked on our data analysis system: Onwards and Upwards.

St Francis Special School

We work closely with students, parents and professionals such as; Post 19 providers, Social Care providers and the local authority in order to support and guide each individual student onto their next transition. This could be onto further education or a positive transition to a local college where students can continue to make educational progress. Some students may transition into social care settings so that they can continue to be a part of their local community and develop their social and independence skills. Furthermore, some students may progress onto supported internships, the world of work, vocational placements, apprenticeships or voluntary placements/work experience. These processes are vital for all students and their families to give them as much information and informal advice as possible for them to have the ability to make the best possible choice available to them. All students' destinations Post 19 are tracked and followed up to ensure a smooth transition has occurred.

Parents receive regular updates on their child's progress through home school books, the seesaw app (where appropriate), parent's evening, annual review meetings, visits to school and phone conversations as well as end-of-year progress reports.