

# Dryden School

## Post 16 Information



# Dryden Post 16

Fundamental to achieving successful outcomes at Post 16 is the motivation and engagement of each student.

We seek to offer a curriculum that reflects the interests and abilities of each cohort, each year.

Whilst the context for delivery of the curriculum may change, the skills that we seek to develop remain the same.

Emphasis is placed upon functionality and students learning to work with increasing independence.

Our curriculum seeks to prepare students for their adult life. We are ambitious for our students and value the ultimate goal of employment and independent living, acknowledging that this is likely to require some level of support for most.

We work to a **CAPABILITY** model - we identify strengths and try and build on what they can do.

# Dryden Post 16 Aims

Promote

**INDEPENDENCE**

Provide

**CHALLENGE**

Develop

**A WORK ETHIC**

Enable

**COMMUNICATION**

Increase

**CONFIDENCE/SELF ESTEEM**

Inspire

**ENGAGEMENT with the COMMUNITY**

Support

**TRANSITION to ADULTHOOD**

# POST 16 CURRICULUM

## OPTIONS

### CREATIVE & CULTURAL

Art, Music, Drama, Performing Arts,  
Design Technology

### WORLD KNOWLEDGE

Science, History, Geography, RE

### SPORTS & LEISURE

Team games, Gym, Swimming, Climbing,  
Keep Fit, Dance

## PSHE

A spiral curriculum building on  
knowledge and skills delivered at KS4  
Units include Relationships,

## CORE

### WORK RELATED LEARNING

Careers  
Enterprise  
Work Experience

### FUNCTIONAL MATHS

### FUNCTIONAL ENGLISH

### INDEPENDENT LIVING SKILLS

Cookery, Cleaning, laundry

### COMMUNITY ACCESS

Travel, Shopping

## SYSTEMS

### REVIEW of the WEEK

Self-assessment, Target setting  
Behaviour Management

### TUTORIAL TIME

Individual targets, Independent working  
WRL/Enterprise, Pastoral time

### BREAK-TIMES

Independent living Skills, Leisure skills  
Time-management, Social skills

## REWARDS

Points system, Profit sharing,  
Consequences

## Curriculum - Framework

This framework illustrates the aims and ethos of the department but actual delivery will be reviewed annually. All students will be fully supported during the transition process. We work closely with our Connexions advisor and Post 16/19 providers.

We are committed to the pursuit of the Adult pathways -  
Independent Living,  
Employment - Paid, sustainable employment  
Community Inclusion  
Health.

## Delivery

Students are grouped each year depending upon the interests, numbers and needs of the individuals that make up the cohort. The views of parents are also sought. Whilst the contexts in which the students learn may differ, the content of the core curriculum remains the same for all. Eg in the past we have run a catering group; (often serves as an introduction to Post 16 for some students) Sports Leaders group and a Life Skills group.

In addition students will access a number of Options which allow staff to select the most appropriate units for any given cohort at the time. These additional subjects add breadth and experience to the curriculum, ensuring a balance over the 3 years. Some options will support the delivery of other units eg a swimming unit – would facilitate the use of vending machines, travelling by public transport, personal hygiene using showers etc.

Classroom systems serve to enhance students' experiences, promoting the generalisation of skills and personal and social development.

# POST 16 CURRICULUM - CREATIVE & CULTURAL OPTIONS

## Delivery

A Creative and Cultural option is delivered for one session a week, throughout the year . Each unit may run for a term or half term. The subject areas are rotated giving balance over time. Eg Performing arts might be delivered during the autumn term in order to produce a performance for Christmas. It is frequently delivered over the summer term in order to prepare for the Leavers' Performance. Not following a prescriptive rolling programme allows us to take advantage of opportunities as they arrive eg taking part in a song writing series of workshops run by The Sage. (Music) Students may work in individual classes, or in ability groups or mixed ability groups across the department.

## Aims

To identify strengths and increase confidence.

To identify motivating contexts in which to develop and generalise basic skills eg maths concepts and fine motor skills can be promoted through design technology. Communication skills are more likely to develop when a student is engaged.

To increase students general knowledge of the world eg music appreciation.

To potentially identify leisure interests eg jewellery making, join a dance club etc.

## Design Technology

Changing rooms - Design your bedroom

Ceramics / Pottery

Woodwork / Textiles

Crafts for leisure ASDAN

Enterprise design and production of a product

Practical applications - Calendars / tickets / flyers etc

## Music

Radio Station

Appreciation (variety of instruments & experience live performance).

Stomp

Percussion

Instruments

Sage workshops

Choir

## Art

Colour

Appreciation

'Painting' for pleasure – developing individual skills

Perception – perspective eg Escher illusions

### HILL TOP ARTS AWARD -

Accessed by higher ability students over the course of a year, working at Hilltop school.

## Performing Arts

Devise, rehearse and perform eg 'school leavers' show' / Christmas productions.

Theatre technology

Film / animation

### GATESHEAD DANCE FESTIVAL

Dance – popular dance

# POST 16 CURRICULUM SPORTS & LEISURE

## Delivery

We have two Sports & Leisure sessions each week, throughout the year. Each unit usually runs for a half term. Activities are rotated giving balance over time. Not following a prescriptive rolling programme allows us to take advantage of opportunities as they arrive eg The Olympics, Rugby World cup etc. We are also able to respond to students strengths, interests and abilities. Students may work in individual classes, or in ability groups or mixed ability groups across the department. We try to make use of community facilities whenever possible and the use of specialist coaches.

## Aims

To promote general fitness and a healthy lifestyle including good decision-making and healthy choices.

To improve technique and increase stamina.

To develop and extend leisure interests. To promote joining community groups eg Special Olympics, Karate

To promote independence eg setting up/clearing away equipment and self-assessment

To develop team working skills and social interaction skills.

To develop and generalise basic skills eg maths concepts, dressing/undressing/showering. Communication/leadership skills

## Dance

Street, ballroom, ballet, tap,

Zumba

## Adventurous activities

Climbing, Orienteering,

Assault course, skiing/sledging,

## Fitness

Gym Aqua aerobics

Circuits

Keep fit classes - leisure centre

## Individual sports

Tennis, badminton, swimming, table-tennis,

Athletics - running, throwing events

Karate

## Team games

Football, netball, basketball, cricket,

volleyball, dodgeball, handball, rugby

Obstacle races

# POST 16 CURRICULUM - WORLD KNOWLEDGE OPTIONS

## Delivery

A World Knowledge option is delivered for one session a week, throughout the year . Each unit may run for a term or half term. The subject areas are rotated giving balance over time. Not following a prescriptive rolling programme allows us to take advantage of opportunities as they arrive eg Geography - Preparing for a residential . (Students may work in individual classes, or in ability groups or mixed ability groups across the department.

## Aims

To encourage students to take an interest in the world. / promote curiosity

To increase knowledge and develop independence.

To develop problem solving and decision making skills.

## RE

Belief and faith commitment, Ultimate questions, Worship, ritual, prayer and celebration, Exploring and responding, The natural world, Lifestyles, values and authority. Spirituality Forgiveness Rules, Crime and Punishment, Human Rights Choices actions and consequences

## Current Affairs

Use of TV, Internet, Newspapers  
What's happening, where and why.  
Topical events eg elections, sports disasters etc

## History

20<sup>th</sup> Century history – lifetimes  
Social history – diet, travel, technology, medicine  
History of football / History of fashion  
Topics based on students interests

## Geography

Weather  
Mapping  
Study of a country - Tourism  
MFL  
Preparation for residential

## Science

Care of Pets  
Investigations – Sensory science. Reversible and irreversible changes.  
Growing things – Horticulture  
Materials  
Investigations—Eg Developing skills of enquiry eg cleaning materials – cloths/absorbency – best tool for the job. Solvents for stains etc.

## ICT

Skills Photography/Multimedia  
Animation

# POST 16 CURRICULUM - PSHE

## Delivery

PSHE is delivered both as a discrete subject and through -

Cross-curricular links eg Healthy eating through Food Technology).

Whole school and extended timetable activities

Specific projects eg Healthy Schools Award focus areas.

Learning through involvement in the life of the school and wider community.

Classroom systems eg Review of the week, Tutorial time

Discrete units chosen should reflect the needs of any cohort at any given time. PSHE is delivered as a spiral curriculum in KS3 and KS4 and we continue to build upon this in Post 16. There are a number of relevant **ASDAN modules**.

## Aims

Through PSHE we aim to promote healthier lifestyles and good decision-making.

We actively plan to promote Personal, Learning and Thinking Skills -

Independent enquirers

Creative thinkers

Reflective learners

Team workers

Self-managers

Effective participators

## ASDAN Modules

Relationships,  
Knowing about myself

The Environment,

Personal Safety,

Personal Care,

Self-Advocacy,

Citizenship,

In addition we may revisit units from KS4 eg Assertiveness, as required. See KS3/4 Rolling programme

# POST 16 CURRICULUM - **WORK RELATED LEARNING**

## **Delivery and Aims**

Work related learning includes Careers guidance and information, Simulated and community based Work Experience and Enterprise. It seeks to support students to develop a work ethic, function with greater independence and explore the world of work. It should be a very practical curriculum which gives students real hands-on experiences. It seeks to prepare students for adult life through exploring their interests and identifying their interests.

We strongly believe that many of our students are capable of some form of employment in the future and see it as our role to prepare students by equipping them with the skills, attitudes and knowledge necessary to achieve this goal. We also believe we need to work closely with their families in order to share aspirations and realistic expectations.

## **Work Experience**

Students need to experience what work is. There is no substitute for practical work if students are really going to understand what doing a specific job entails.

There is a hierarchy to work experience eg the earliest stages are being given a responsibility in class and at the highest level doing a community work experience without the support of a mentor.

Work experience should happen when the individual is ready rather than as part of a timetable. For management purposes it is better if they are staggered to enable appropriate support to be given.

**Preparation** for work experience does however need to be part of a rolling programme. This can be in the form of in-class simulations eg factory production line. Cleaning the minibus. Running an enterprise. Bungalow vocational areas (currently) office and shop.

Visits to work places/social enterprises.

Working in the school café

Some curriculum units can be delivered in a way that simulates a real job eg Horticulture, hair and beauty, wood-work etc.

## **Enterprise**

This is a strength within the department! Over the years we have run a diverse range of enterprise projects for a variety of purposes. Enterprise has enabled us to motivate and engage pupils and to share achievement with families.

Projects may be small or large, short term or longer term but all enable students to celebrate achievement at the end.

Projects may be run in small groups, classes or across the whole department.

## **WRL**

Careers education seeks to broaden students' knowledge of the world of work. It should include information about the range of jobs on offer and the need for appropriate experience and qualifications – job readiness. Students need to understand why people work. Post 16 should prepare students for transition after school and Careers education should help them explore what their options are. This should include visits to a range of Post 16 providers and attendance at Transition information events.

Discussions around the future will also happen when preparing students for their Annual Review (PSHE) and during the meeting itself.

# POST 16 CURRICULUM - FUNCTIONAL MATHS

## Aims

Maths is required in all aspects of everyday life and as such we deliver maths in a range of functional contexts. We are very aware that the majority of our students do not generalise skills spontaneously and need to be supported to do this.

Maths, at Post 16, seeks to not only build upon those skills acquired at KS3 and KS4, but also to encourage the consolidation and application of their existing skills in practical, everyday situations.

We promote the students ability to understand and interact with their environment, enabling them to function with increasing independence.

## Delivery

Maths pervades the whole curriculum and opportunities to reinforce the skills and knowledge acquired will take place across all subject areas and in some cases specific units are delivered within other subjects eg Measurement through D&T Changing rooms unit.

Maths is an integral part of curriculum areas such as Food Technology (EG measuring in spoons, cups or by weight through cookery; Sports and Leisure (EG scoring, responding to positional language) and Vocational Skills (EG Using a till in the Charity shop)

We promote the acquisition of splinter skills, which will enable students to function independently at a higher level in a variety of situations – eg students who cannot recognise coins learn that a £1 coin is sufficient for a drink at McDonalds and can identify one independently.

We try to equip students with known facts which will enable them to respond with confidence when required eg number bonds to 10.

We have prioritised the maths skills and concepts that we feel will support students to function more independently both in the home and the workplace. (See Maths document)

Students will have maths based personal annual learning outcomes.

## Classroom systems

Eg Students are encouraged to use the class calendar to write in key dates and to read the calendar to check for forthcoming events. Review of the week – students evaluate own performance and that of their peers – set targets for following week.

Tutorial time each morning supports work on individual targets and promotes the development of independent work skills.

Students with more complex needs (PMLD) follow roughly the same format. Cross-curricular delivery of Maths is also through Life Skills but great advantage is taken of the enhanced Curriculum delivering through Rebound Therapy, Hydrotherapy, Lights Studio etc.

# POST 16 CURRICULUM - **FUNCTIONAL ENGLISH**

## **FUNCTIONAL ENGLISH**

The English curriculum includes reading, writing and speaking and listening.

### **Aims**

At all times we seek to give students the skills and strategies to work independently and primarily focus on functionality. Eg reading instructions in order to work independently, requesting help in a shop etc.

To develop auditory and visual perception skills, listening skills, fine-motor skills as required.

To identify and implement alternative and augmentative communication systems where appropriate – speech, signing, communication aids eg Big Mac symbols.

PMLD -To 'formalise' communication systems be it verbal or non-verbal – gesture, expression, vocalisation, photos etc.

### **Delivery**

The English curriculum seeks to not only build upon those skills acquired at KS3 and KS4, but also to encourage the consolidation and application of their existing skills in practical, everyday situations.

We also promote the acquisition of splinter skills, which will enable students to function independently at a higher level in a variety of situations – eg students who are at a 'copy-writing' level learn to write their own name and address in order to fill a form in independently.

Students will usually have English based personal annual learning outcomes.

English is cross-curricular eg speaking and listening skills could be developed through current affairs and performing arts. The reinforcement of skills acquired in English lessons will take place across all subject areas and in some cases specific units are delivered within other subjects eg Communication skills – Presenting Oneself is a Careers PoS.

### **Classroom Systems**

Tutorial time each morning supports work on individual targets and promotes the development of independent work skills.

Answering the telephone and relaying messages.

Students are encouraged to use the class calendar to write in key dates and to read the calendar to check for forthcoming events.

Review of the week – students evaluate own performance and that of their peers – set targets for following week.

# POST 16 CURRICULUM - **INDEPENDENT LIVING SKILLS**

Independent Living Skills is used here as an umbrella term to describe those skills which a person needs, on a daily basis, to live independently.

Within the context of Dryden School (our students have severe/complex learning difficulties) we view supported independent living as a realistic and achievable adult outcome for some of our students in the future.

Regardless of ability, we endeavour to support all of our students to achieve the highest level of independence possible. This includes the development of thinking and decision-making skills as well as practical skills. At the least all students can become more independent within their home setting.

**Developing greater independence underpins everything we do at Dryden.**

**We constantly strive to reduce students dependence upon prompts regardless of the activity.**

We acknowledge that there are elements of independent living skills which may be delivered across the whole curriculum eg maths skills are necessary for budgeting, time management etc.

Whenever possible we seek to **deliver Independent living skills in context**, the bungalow being an excellent resource for this.

We have a **'can do' approach** and offer much **repetition** to enable **practice** and to **build confidence**. When necessary we will adapt resources to enable achievement. Eg using a travel kettle for students with limited strength to lift a full size kettle.

The safety of our students is paramount. Some skills may be considered risky and will only be worked upon following

## Home management

Cleaning

Laundry

Cooking/nutrition

Tidying

Recreation

## Personal care

Eating

Dressing

Bathing

Toileting

Grooming

Health/medication

## Community access

Shopping

Budgeting/Money  
management.

Independent travel

Leisure skills

## Underlying skills

Communication

Time management

Problem-solving

Personal safety

# Teaching methods and strategies

We promote independence whenever possible, working on reducing the students' reliance upon prompts and encouragement.

Our goal is that the students find the successful completion of a task intrinsically rewarding—Develop a WORK ETHIC

Repetition - students will have sufficient opportunities to practice and refine skills.

Time - students will be given sufficient time to think and respond.

Students will experience the consequence of their actions – 'learning by mistakes'.

Coaching using video evidence and the use of video for self-assessment.

Development of strategies for checking work and requesting help.

Modelling of desired behaviour, role-play of possible outcomes/responses.

Peer tutoring

## **We use a Prompt continuum - Identify where the students are and decrease the amount of support.**

- *Independent* – the student is able to perform the task on his/her own with no prompts or assistance
- *Indirect (Verbal or Nonverbal)* – tell the student that something is expected, but not exactly what (e.g., “Now what?” “What’s next?”, etc.) or use body language (e.g., expectant facial expression, questioning hand motion with a shrug, etc.)
- *Direct Verbal* – tell the student what he/she is expected to do or say (e.g., “Turn the key to the right.”)
- *Gesture* – indicate with a motion what you want the student to do (e.g. pointing)
- *Modelling* – show the student what you want him/her to do
- *Partial Physical Assistance* – provide minimal supported guidance
- *Full Physical Assistance* – provide hand-under-hand guidance to help the student complete the desired task

Systematic instruction. Backward chaining. Shaping etc. Errorless Learning

Reduce reliance on extrinsic rewards—points system. Develop a work ethic and increase intrinsic motivation

Work with parents/carers exchange information / demonstrate achievement

Community based  
Work Experience

Bungalow -  
Office  
Charity Shop

Careers/WRL  
Simulations  
eg Production line

WORK OPPORTUNITIES

School based  
Work Experience  
Cafe

Horticulture

Enterprise  
Whole School Events  
Christmas Fair  
Fund-raising  
Tuck-shop  
Staff lunches  
Special events eg Royal  
Wedding, Drydenbury etc.

# POST 16 CURRICULUM - COMMUNITY ACCESS

## Aims

To facilitate a greater presence in the community, enabling students to be active citizens. Eg take part in an exercise class in the leisure centre.

To increase students knowledge of and use of local community facilities including the gym, pool, library, shops and cafes etc.

To increase students road safety awareness as pedestrians. Where appropriate to develop their Independent travel skills, as a pedestrian, using a taxi, using public transport.

To increase students awareness of Post school providers, including visits to local colleges, day services etc.

## Delivery

Students will have regular visits into the community. Some visits will be one-offs whilst others will be regular visits over time to enable students to acquire and practice skills. Eg regular visits to a supermarket in order for students to familiarise themselves with the layout.

Visits will be progressive eg once students have become familiar with one supermarket they will then experience visiting other shops.

Parents will be kept fully informed about where students are going and for what purpose. All aspects of independent travel will be discussed with parents prior to being actioned.

# POST 16 CURRICULUM - Classroom systems

## REVIEW of the WEEK

Aims to develop students skills of self-assessment and target-setting through a weekly review of achievements.

Students are encouraged to reflect upon their week and identify something they have enjoyed doing / worked hard at / achieved etc.

Students bring their points and their achievements are discussed.

Visual prompts can be used to assist recall eg symbol timetable, work files, slideshow etc.

Students will be encouraged to comment upon each other. Eg who helped them / shared something etc. This is also an opportunity to voice any issues anyone has with their peers.

All class staff will be involved and invited to comment where appropriate.

It is important that a balanced view is given and that students are encouraged and helped to identify areas where they might have tried harder and could improve upon their performance. Issues surrounding behaviour will be addressed at this time. Students may wish to comment upon the behaviour of others and offer suggestions on how to help students improve. Over time they should be able to accept constructive criticism.

Simple targets will then be set for each pupil for the coming week. These may be related to any aspect of school life eg Will remember to put their glasses on before starting work. Will answer questions verbally. Will not touch other people's things etc. These targets will then be reviewed the next week and new ones set etc.

### Recording

Each student has their own review of the week booklet in which their points are stored and their performance is recorded.

In subsequent weeks students should be encouraged to volunteer to go next. They should be asked to remember their target from the previous week and say whether they have achieved it. If they haven't you could explore why not with them.

If a behaviour has been noted as being a problem for several weeks then a consequence could be imposed.

## REWARDS

In Post 16 students are given Post-it notes in lieu of points with details of how the point(s) was earned. Eg point-worthy behaviours - using initiative, telling staff when they have made a mistake, supporting others, giving up their own time to help etc.

Points may sometime be offered as a prize for winning a competition eg 3 points for the winner of a class challenge.

# POST 16 CURRICULUM - Classroom systems

**TUTORIAL TIME** 8.50 - 9.30 Students arrive in class from 8.50 onwards and may be involved in any or all of the following -

**A) Routine jobs - To develop independent work skills and taking responsibility for remembering duties.**

Students are assigned responsibilities on a block basis eg half termly. During this time they are shown what is required and support is faded until they are working independently. (If necessary peer support is introduced in order to ensure that they are working without adult support.) Students may be given symbol prompt cards to remind them to do their duty or to carry out the task itself without being told to.

Eg Laundry – washing/drying aprons for lunchtime and ensuring that there are always plenty available in the dining hall.

Setting the class calendar and timetable. Monitoring the food tech room.

Setting up the tuckshop trolley - pricing goods etc.

**B) Preparation for lessons and registration**

Eg Planning and preparation time for visits - eg counting own money, checking what food is needed in the kitchen before shopping.

Collecting resources etc.

**C) PSHE**

Opportunity for issues arising to be discussed on a 1:1 basis with students eg requests from home-school books / behaviour previous day / personal care needs etc. Sharing of information / reminder of targets etc.

**D) Individual target work**

All students have their own work boxes with activities in them to support them achieving their targets eg practice writing, fine motor tasks etc. Some students may have physio exercises to do.

## **BREAK TIMES - Morning approx 30 mins. PM break - quick drink.**

Students are offered the option of having a drink and snack – they are encouraged to choose, make and clear up as independently as possible. Less able students should ask their peers for help. Students will learn to recognise when they need help and how to request it. Staff will indirectly prompt some students to ask for help as required.

Students should also use their break-time for any personal hygiene needs.

Students are supported to choose from a range of activities – games, video, computer music/dance, books/magazines.

Students are encouraged to take turns and vary what they do, trying new experiences.

Students are encouraged to manage their own time, clear away after themselves and be back in class ready to start work at the end of break.