

ABBHEY HILL ACADEMY SIXTH FORM

*Curriculum
Impact
Analysis
2022 - 2023*



Abbey Hill Academy Sixth Form

Curriculum Impact Analysis

Forward

The aim of Abbey Hill Academy Sixth Form's Curriculum Impact Analysis, now in its fourth iteration, is to review how successfully the curriculum intent has been implemented and assess its impact. The curriculum intent statements are extrapolated from the Key Performance Indicators, set by the HSAT Trust Leaders, are unambiguous and measurable. The broader Head Hand Heart philosophy underpins each of the intent statements.

As we return to relative normality following the severe disruption of the Covid 19 pandemic students have been able to access a greater number of external activities, most notably and successfully work experience placements, which will be explained in further detail in this report.

We are also extremely proud of our provision beyond the academic, enabling students to access the wider community and understand the British Values that underpin our society as they progress into adulthood – again this will be exemplified later in this document.

Kathryn Thompson - Principal

Paul Barton – Vice Principal

Steve Cropper – Vice Principal

Emma Johnson – Assistant Vice Principal

“We learn not for school, but for life”

We understand that progress means knowing more and remembering more. Understanding and retention of prior knowledge permits the successful learning of new content.

We believe that the Sixth Form’s Curriculum embeds ‘transferable’ knowledge by employing sequenced learning of both knowledge and skills. Our curriculum includes carefully chosen ‘components’ crucial for subsequent learning focusing on the Preparation for Adulthood Outcomes.

www.preparingforadulthood.org.uk

We believe that our curriculum is the progression model – progress is made through knowing more and remembering more. We are not driven by data, the data we collect is a tool in which we measure the impact of the curriculum.

The appropriateness and the success of a lesson activity depends on how it contributes towards achieving the curricular goals. The Sixth Form’s broad and balanced curriculum helps pupils to acquire knowledge, understanding, and skills that will prepare them for life beyond formal education.

Intent

Our four broad, balanced, relevant and appropriate **Curriculum Pathways** are a carefully considered selection of learning opportunities designed to meet students’ needs. By following our curriculum pathways, we intend that:

- Ultimately the curriculum offer should enable progression onto further learning, be it delivered formally or through Adult Social Care or employment.
- Lessons are interesting, enjoyable and relevant in terms of the students’ likely life experience.

- Pathway 4 and 3 Students achieve the requisite qualifications to commence vocational ‘cross college’ courses alongside mainstream peers (at Level 1 or 2 for Pathway 4, Entry 3 or Level 1 for Pathway 3). Alternatively, students will achieve the required qualifications to access apprenticeships (including supported internships).
- Pathway 1 and 2 students will mature socially, learning how to adjust to the prospect of adulthood. This will be achieved by following appropriate vocational and academic qualifications thus enabling them to access Employability courses beyond 19, with the preferred outcome being supported employment beyond 21, or Adult Social Care.
- The enhancement of literacy and numeracy is at the core of all of the Pathways, with a focus on improving basic, fundamental functional numeracy and literacy. The least able students will become more able to express their opinions verbally or otherwise, so that they are able to convey their own opinions, attaining a greater level of self-advocacy.
- All students receive high quality careers education so students are prepared for their next stage of learning and life.
- To equip students for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding – A Rights Respecting School.
- To provide extracurricular opportunities to prepare students for life beyond school.
- For all to have opportunities to engage in health and well-being services.

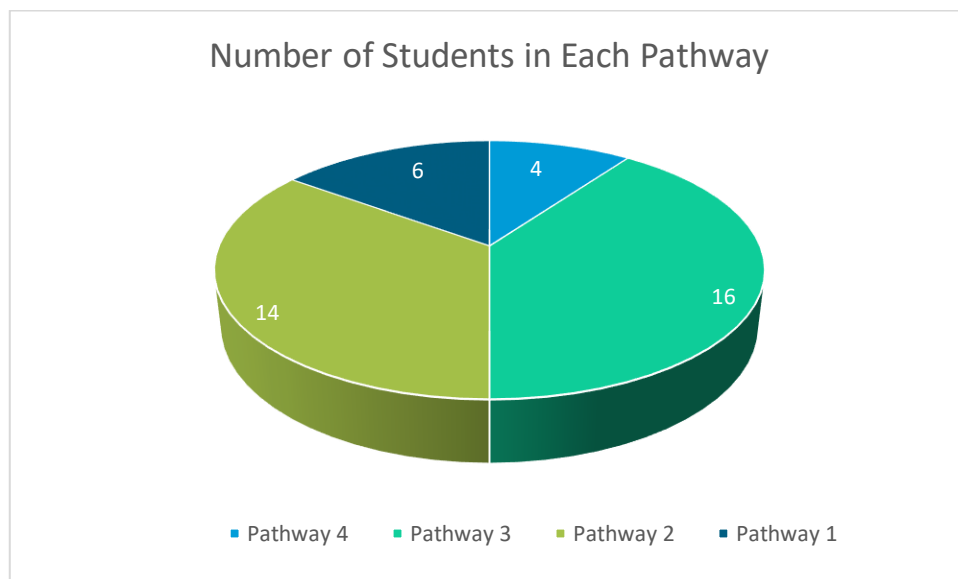
N.B The intent of the curriculum will be evident in the outcomes section of all of the students’ Education and Health Care Plans, and it is aligned with HSAT’s Key Performance Indicators *(Indicated by the Italics throughout this document)*

Curriculum Impact Analysis

Students attending Abbey Hill Sixth Form present with a wide range of abilities and needs, which enables us to split the student population into a number of different Pathways, to reflect their level of ability. Consequently, we offer four curriculum models that are designed to prepare the students for life beyond Abbey Hill, cognisant of their very individual needs. A breakdown of the Pathway curriculum offer can be found in Appendix II.

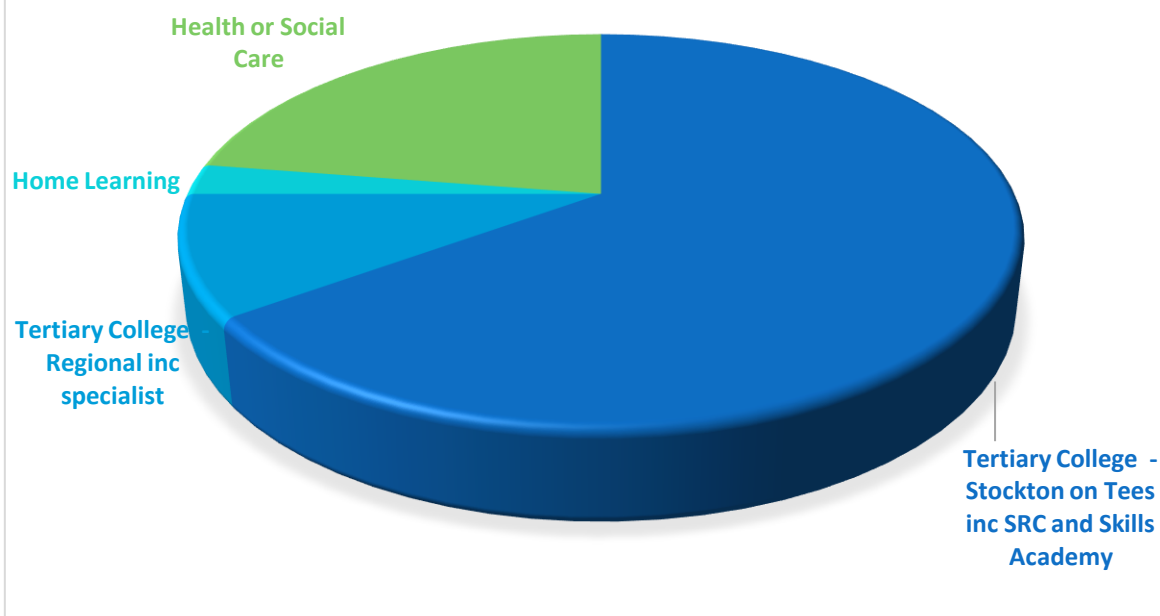
The Pathways

1. Lower ability Semi Formal Learners - students typically achieving from Milestone 4 to Milestone 6.
2. Higher Ability Semi Formal Learners - working around Milestone 7 up to Adult Curriculum Entry 1.
3. Middle Ability Formal Learners - characteristically achieve Entry 2 to Entry 3.
4. High Ability Formal Learners: our most able learners working at GCSE, Level 1 / 2.



- *All learners at the Sixth Form, will progress onto further learning, be it delivered formally at tertiary college or through Adult Social Care.*
- ✓ As of July 2023 100% of students had a confirmed placement on an appropriate tertiary course, internship or an appropriate adult social care placement. 40 students completed their study programmes last year; the proportion of leavers within each pathway can be seen in the chart above.

ABBEY HILL SIXTH FORM CONFIRMED DESTINATIONS JULY 2022



The trend established last year has continued, in that the majority of students, are transferring to Stockton based institutions primarily the Education Training Collective (Stockton Riverside and Skills Academy), with a relatively small number going outside of the area, typically to Askham Bryant to follow courses that are not available locally. Disappointingly, a post pandemic trend continued that saw a further reduction in the number of students going into internships or supported internships. We have actively promoted Project Choice and other internships but parents are reluctant to end their child's EHCP, and look for further years in education. We have been supporting Stockton Local Authority's supported internship planning group, which aims to enable students to access a wider range of opportunities with a variety of providers. Ninety percent of students who started a Pathway remained to complete their programme of study. Those that did not complete typically moved out of the area, required a full time care package or decided early in their study programme that the Sixth Form didn't offer a full time vocational course they were looking for, such as in hair and beauty.

- *Lessons are interesting, enjoyable and relevant in terms of the students' likely life experience.*

A formal parent and carer survey carried out in May 2023 showed some extremely positive statistics, and on the subject of teaching and learning exemplified by:

- I. 100% of parents agreeing that 'My child has made good progress since attending this school'; 'My child is well looked after by this school'; My child is

taught well at this school'; 'This school encourages its pupils to display positive behaviour when in school; 'This school is well led and managed'; 'Communication between home and school is good.'; 'I know who to speak to if I have any issues and the school responds well to any concerns I raise.' and finally, 'I receive valuable information and support from the school about my child's learning and social needs'

- II. 93% of parents agreed with the statement 'My child is happy when at school' the 7% of parents disagreeing was due to their child feeling anxious. Both of these two students are supported by Alliance counselling which takes place at the Sixth Form. 93% of parents agreed with the statement '

Some specific comments made by parents and carers included the following statements:

She has loved every minute at being at Abbey Hill Sixth Form. She has become a confident young lady who has grown and developed in intelligence, confidence, humour and personal well-being. Since attending Abbey Hill all tutors appear to have the upmost respect for all students, parents and carers. I couldn't have wished for a better education for my daughter'

'Since the day she came to this college I have been amazed with her progress. The staff have been supportive, encouraging and extremely understanding. I have been beyond impressed.'

Results of the formal student survey were positive too, specifically, 100% of pupils stated 'Yes' to the question - 'Do your teachers help you to do your best?' and 'Do adults at school help you feel calm and ready to learn?'

To ensure that lessons interesting, enjoyable and relevant a more refined Quality Assurance plan was devised last academic year, which formed a more rigorous procedure and was carried out by key senior leaders across the two sites in order to gain a deeper understanding of learning taking place from Years 7-13. The new QA process took into account changes to the OFSTED framework and used a whole school standardised approach. Outcomes formed part of an ongoing cycle and procedures ensured that the system supported staff and departments to move forward with a clear focus on how to achieve this. The new process was carried out successfully whilst ensuring that there were less QA points in the year for staff, but these points were carried out in a very structured way to ensure that all teachers had opportunities to demonstrate excellent teaching, show an array of student books and have 'curriculum conversations' timetabled into the QA process. Each subject also had a two day 'curriculum review' in which all of the QA activities were covered.

The benefits of the new QA plan showed that this procedure enabled leaders to collect large amounts of information in a short period of time; highlight the strengths of each subject and identify what they are already working on and areas of developments

were identified. These areas of development would be 'fed into' the next cycle so that staff had time and support to drive subject implement further.

The new Quality Assurance process found the following:

- Students were actively engaged and participating in lessons. Student behaviour and attitudes is positive across the different subjects and sites.
- 'The student books demonstrated that they make rapid progress through the curriculum and the quantity and quality of work was exceptional.'(Taken from one subject area)
- Subject leaders could talk confidently about their curriculum, its sequencing, and implementation. Leaders are developing stronger links across both sites of Abbey Hill and across Fairfax and North Shore to ensure that there is a progressive, sequenced curriculum in place which covers those students in Years 7 all the way through to Year 13.
- Teachers that were teaching their non-specialist subject generally followed the Medium Term plans created by the subject lead. This had progressively got better throughout the academic year with any issues being identified in the first QA activity and targets put in place.

Internal Verification reports from the exam boards for the 2023 series, were extremely positive and stated:

'The mark schemes have been correctly and consistently applied'

'All learners sampled who are awarded a pass have met the required standard'

'The report showed that there was no action required on any elements of the Standards Verification Report and *all* of the criteria was met.'

During this academic year, a Validated Self Evaluation was carried out across both sites of Abbey Hill Academy. A formal report was also written by the new School Improvement Partner (SIP). Here are some key highlights from both reports:

'The post 16 provision prepares students, many with significant needs, for the next steps in education or for the world of work.

The curriculum in college reflects this well with an emphasis on developing work and study based skills and knowledge as well as continuing development of literacy and numeracy skills.'

'Students' personal development is also a key focus in the college and includes a wide range of options to enrich student experiences. The college is working closely with a wide range of external agencies to enable students to gain valuable work experience and paid employment despite their high levels of need'.

'All (students) were engaged and clearly enjoying their tasks. Relationships with staff were clearly strong, with students being treated very much as young adults and responding well to this approach.'

'Students in the sixth form show a determination to succeed and a focus on their future.'

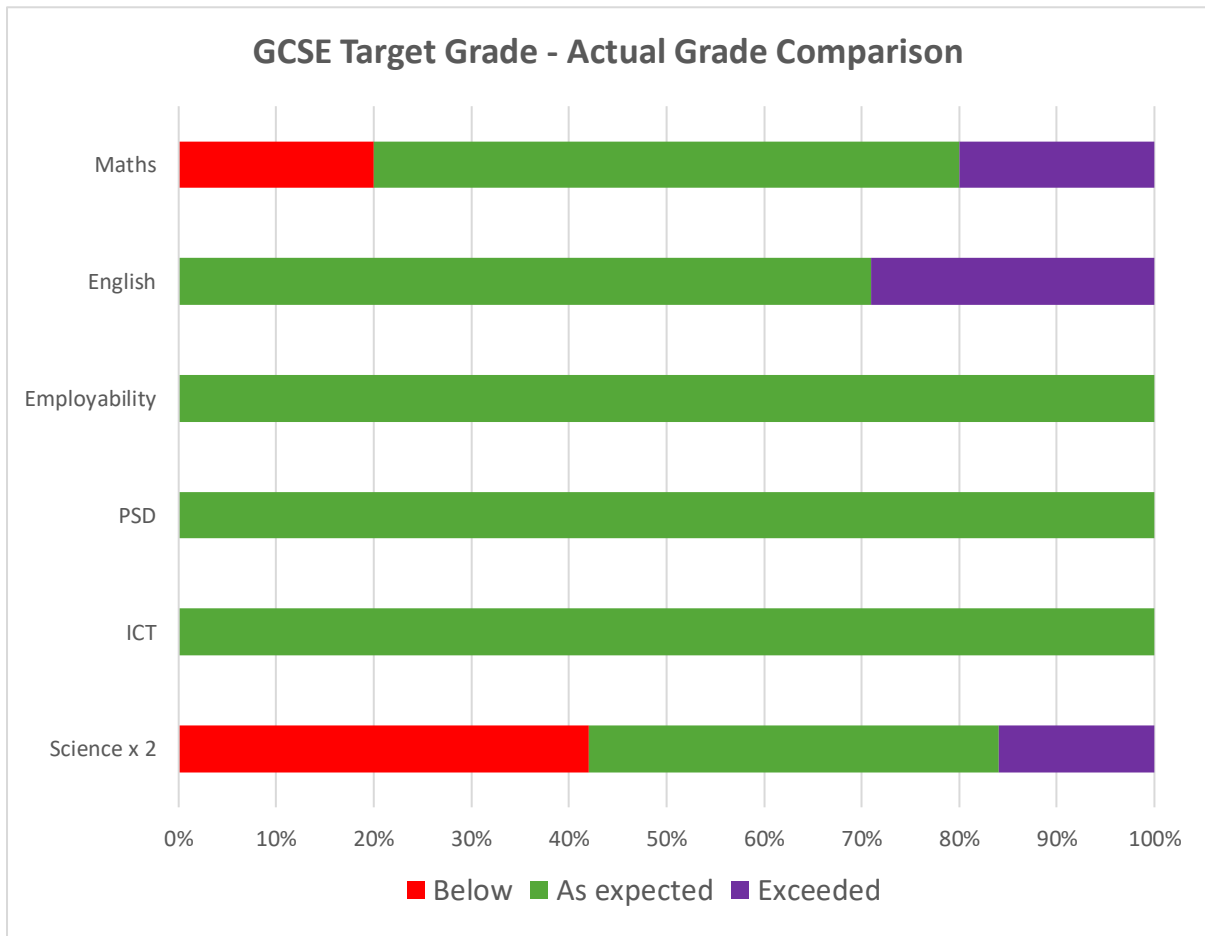
'The curriculum overall meets the needs of pupils and contributes to a purposeful learning environment in which pupils thrive.'

- *By following our stimulating courses, we intend that the most able students achieve the requisite qualifications to commence vocational 'cross college' courses alongside mainstream peers (at Level 1 or 2 for Pathway 4, Entry 3 or Level 1 for Pathway 3). Alternatively, students will achieve the required qualifications to access apprenticeships (including supported internships).*
- ✓ HSAT's Key Performance Indicators (KPI), relating to Abbey Hill Sixth Form, informs our overall curriculum intent. For example, a KPI that requires 100% of our most able learners achieve five GCSE or Level 1/2 Qualifications and 50% achieve seven or more. **All of the students in our most able pathway achieved five or more GCSEs or equivalent qualifications, with 100% achieving seven.**

This cohort saw the reintroduction of the full GCSE examinations, which is a daunting prospect for SEND students. Moreover, it is worth reflecting, that this cohort has probably been amongst the most adversely impacted by the Covid 19 pandemic – with virtually all of Y10 and Y11 being either being taught in bubbles or remotely and none of this cohort sat any externally set examinations – with Key Stage 4 grades being awarded by teacher assessment. Consequently the GCSE examinations sat last summer was the first time they have had to work in formal exams under JCQ exam conditions.

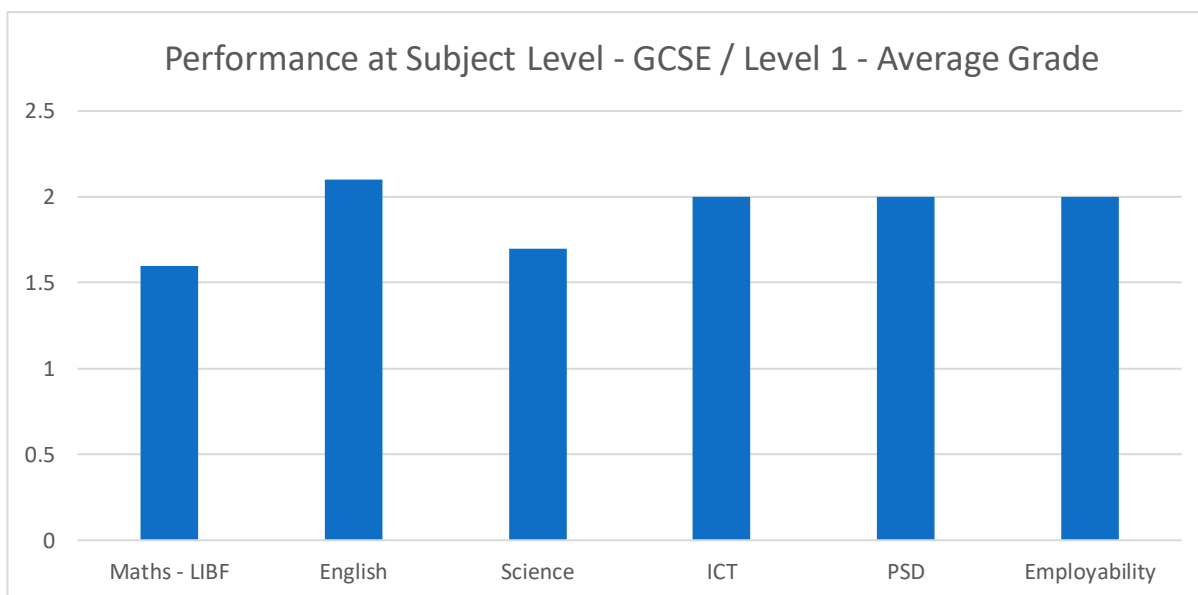
Considering these prior experiences along with some variable attendance, anxieties and health needs impacting these students in subjects that are based on secure prior knowledge, we are incredibly proud of the outcomes they achieved. This was down to teachers and support staff working hard to identify and then to mitigate any missed learning components in a content rich curriculum. This high level of teaching and intervention that has been provided, and as observed in our quality assurance cycle, will continue as the different cohorts' progress through the key stages.

The graph below exemplifies how Pathway 4 students performed against their aspirational targets.



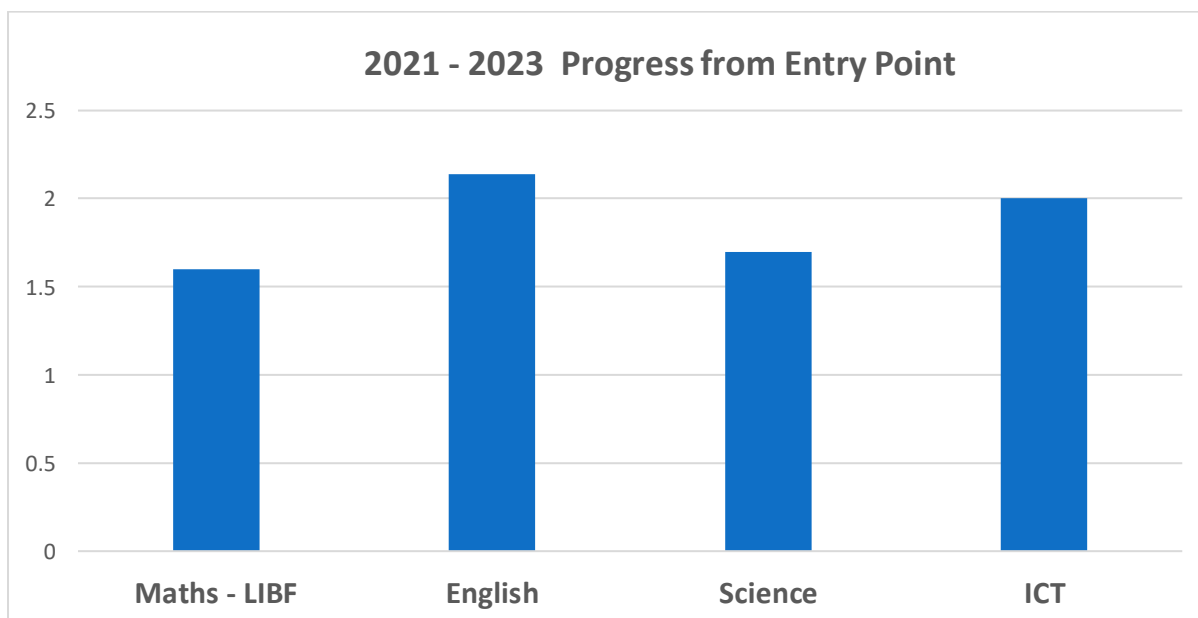
The students achieved as expected or better in most areas. Science set extremely ambitious target grades, based on previous outstanding student performance. Additionally leaders reinstated the double GCSE qualification, as in the previous two years students only sat one. Consequently the amount of subject content doubled, however it is pleasing that all students gained 2 GCSE science qualifications, which is a huge achievement. Moving forward teachers will review student performance information to identify any students that would benefit from completing 1 GCSE, thus reducing cognitive overload.

The English results were equally pleasing as all of the students achieved, indeed some of the students who found English most challenging exceeded expectation and surpassed their target grade. As pleasing as the results are the Post 16 teaching staff have reviewed the courses studied and have changed examination boards for 2023-24. The content of the curriculum will not change but the manner in which the exam papers are set out will enable students to demonstrate that they know more and remembered more under examination conditions. Teachers will continue to ensure that the curriculum is planned to focus on the key concepts the students require.



The Department for Education has advised that due to the change in assessment for this year's exam series, the problems with the exam algorithm in 2020, and the variable impact of the pandemic, there is no requirement to compare performance year on year. Consequently, the past 3 years results have not been included in the above graph which shows the relative performance of the core subjects.

Although performance in Maths is marginally weaker, on the whole students met their target grade and made equitable progress from their individual starting point.

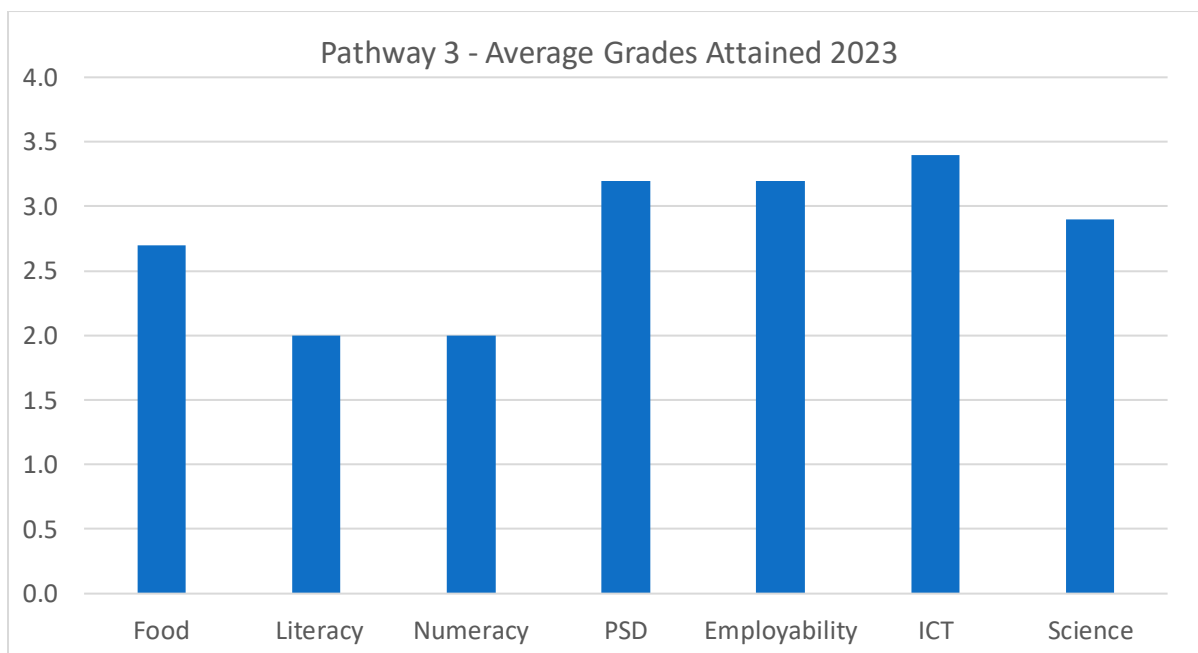


The spread of grades in each subject area are outline in the table below.

| Subject | No Students Entered | Number of GCSE Grades Achieved | | | | | | | | | | | Academy Target Grades | | |
|---|---------------------|--|---|---|---|---|---|---|---|---|---|---|-----------------------|------------|---------|
| | | X | U | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | % Below | % Expected | % Above |
| Mathematics | 5 | | 1 | 3 | 1 | | | | | | | | 20% | 60% | 20% |
| English Language | 7 | | | 1 | 4 | 2 | | | | | | | 0% | 71% | 29% |
| Biology | 7 | | | 4 | 2 | 1 | | | | | | | 42% | 42% | 16% |
| Chemistry | 7 | | | 5 | 1 | 1 | | | | | | | 42% | 42% | 16% |
| Art (option) | 2 | | | | | 2 | | | | | | | 0% | 100% | 0% |
| Subject | Cohort | Number of Non-GCSE Level 1 Qualifications Achieved | | | | | | | | | | | % Below | % Expected | % Above |
| City and Guilds ITQ users | 8 | 8 Level 1 | | | | | | | | | | | 0% | 100% | 0% |
| BTEC Food (Option) | 1 | 1 | | | | | | | | | | | 0% | 100% | 0% |
| Subject | Cohort | Number of Non-GCSE Level 1 Qualifications Achieved | | | | | | | | | | | % Below | % Expected | % Above |
| London Institute of Banking | 5 | 5 Level 1 | | | | | | | | | | | | | |
| Personal and Social Development | 8 | 8 Level 1 | | | | | | | | | | | 0% | 100% | 0% |
| Employability | 8 | 8 Level 1 | | | | | | | | | | | 0% | 100% | 0% |
| Headline Figures | | | | | | | | | | | | | | | |
| Students with an English qualification – 100% | | | | | | | | | | | | | | | |
| Students with a Maths qualification – 100% | | | | | | | | | | | | | | | |
| Students with 5 GCSE / Level 1 Level 2 – 100% (KPI Target 100%) | | | | | | | | | | | | | | | |
| Students with 7 GCSE / Level 1 Level 2 – 100% (KPI Target 50%) | | | | | | | | | | | | | | | |

Considering the KPIs for Pathway 3 Students:

- ✓ 100% of Pathway 3 students achieve four Entry 3 or Level 1 qualifications at their target grade.
- ✓ 87% of Pathway 3 students achieve their target grade in six subjects (One student disaggregated)



The preceding graph exemplifies how the students from The Pathway 3 have performed. The level of student performance has been maintained with students achieving broadly similar grades at the required levels and making more than one grade of progress from the baseline assessment completed in 2020.

The KPI for this Pathway was for 100% of students to achieve four Entry 3 or level one qualifications at their target grade and 87% of the learners achieve their target grade in six subjects. Both were achieved and exceeded.

- *Pathway 1 and 2 students will mature socially, learning how to adjust to the prospect of adulthood. This will be achieved by following appropriate vocational and academic qualifications thus enabling them to access Employability courses beyond 19, with the preferred outcome being supported employment beyond 21 or Adult Social Care.*

- ✓ All students in the Pathways for semi-formal left the Sixth Form well prepared for life beyond Abbey Hill. The students in Pathway 1 and 2 who were earmarked to go into to social care were supported to find the most appropriate provision. Leaders and tutors continue to drive the transition process due to the disappointing lack of urgency of outside agencies.

Those who were deemed able to access a local tertiary college, and continue in education, had a college place confirmed by the end of the summer term. Colleagues from the local authority and the colleges were provided with evidence to show that they would be able to access a tertiary college placement. Based on the evidence provided, funding was agreed and a placement confirmed.

All of the semi-formal learners in these Pathways achieved the ASDAN Personal Progress Diploma, or in the case of some Year 14s in Pathway 2 the extended Certificate – a qualification that aims to ensure all aspects of the students' achievements are externally accredited both academically and vocationally.

Therefore, work based learning, life skills (including food preparation) are weighted equally against numeracy and literacy. The feedback was again positive from the external moderator, maintaining our Centre of Excellence rating from ASDAN.

The more able students in these Pathways passed the Entry Levels at the expected levels, with as always the focus being creative interesting lessons – *never* teaching to test. The KPI for this cohort was for:

100% of learners in Pathway 2 Group A to achieve 4 Entry Level qualifications at the target grades.

100% of students in Pathway 2 Group B achieve 2 Entry Level qualifications at the target grades.

100% of learners in Pathway 1 to achieve a diploma in Personal Progress Units, and make progress in numeracy and literacy appropriate to their levels against the milestones scale.

All three indicators have been achieved.

The development of literacy and numeracy is at the core of all of the Pathways, with a focus on improving basic, fundamental functional numeracy and literacy. The least able students will become more able to express their opinions verbally or otherwise so that they are able to convey their own opinions attaining a greater level of self-advocacy.

All of the leavers achieved both an English and Maths qualification. All of the students' study programmes contain a significant number of lessons in both of these subject areas. The qualifications achieved include GCSE English Language, GCSE Maths, Functional Skills – Entry 1 to Level 1, London Institute for Banking and Finance Money Management Level 1 and for those students working below Entry Level Functional Skills, Personal Progress and Towards Independence Units. For the least able, the focus on communication both verbal and nonverbal is a key feature with weekly input from the SALT team. Teachers and leaders review how individual students are performing throughout lessons with 'low stakes assessment' to ascertain the most suitable route to accreditation.

- ✓ Reading remained a strong focus at Abbey Hill Sixth Form in this academic year. All students took part in reading sessions, Period 1, Tuesday – Friday. Groups consisted of two complex needs groups, two small phonics groups, an 'Early Readers' group, and 'Emerging Readers' group, 'Intermediate' group, 'Intermediate +' group and a GCSE English Literature group.

Reading results showed that 92% of pupils' reading age improved at the end of the academic year by an average of 7.8 months.

- *All students receive high quality careers education so students are prepared for their next stage of learning and life.*

Careers guidance is embedded across all of our curriculum pathways. A specialist, experienced CEIAG teacher and a Higher Level Teaching Assistant with sector expertise to support students. A Careers and Enterprise Coordinator, from the Tees Valley Authority, audits how well we are meeting the Gatsby Benchmarks every term. The last audit in July confirmed we are exceeding the national expectations for all 8 Gatsby Benchmarks, with 6 bench marks given maximum scores of 100%. Benchmark 1 is currently 88% with further work required to develop a web page for employers. Benchmark 6 is currently sitting at 87%, this was previously 100% however the wording of the bench mark has recently changed; it currently states 'students have experienced a workplace or community setting, previous wording 'deemed encounters'. This, therefore rules out any work placements that take place in house or enterprise activities. Last year we secured 38 face to face work placements with a range of organisations, several students embarked on two placements.

Sixth Form students also received 17 days of Opportunities (formerly known as Youth Directions) face to face support regarding Post 18 transitions. The support delivered included class information sessions onsite, individual appointments with Opportunities colleagues to formulate transition plans and the attendance of Opportunities staff during annual reviews to share information and advice with parents and carers.

- ✓ 100% of leavers accessed over 10 hours of work placements with employers, with 38 face to face work placements being offered. Organisations who supported the placements included Tesco, Yappy Dayz, The Range, Shaw Trust, Family Hub, Subway, North Tees Hospital (various departments), Stockton Catering, Stockton Library, Garfield's hair salon and the Unicorn Centre. This year we hope to continue to build up our portfolio of work placements.

This year all leavers completed numerous visits to Post 18 territory colleges and providers, following confirmation of placement students were supported by staff to complete taster days. Three termly careers fairs at the Sixth Form were also delivered for students, parents, and carers.

Enterprise activities continued to run throughout our Friday enrichment and vocational programme. Goods were sold, not only on the campus (Sheraton Sparkles Christmas Fayre) but at the Stockton local market. Profit was shared between the student groups and local charities. This year we hope to progress the enterprise activities further through our on-site 'Thrift shop' and specific allocated enterprise lessons in the formal timetable.

Evidence presented to the Ofsted inspection team in January 2020 confirmed our view that our careers programme is a strength of the Sixth form when they wrote, “Sixth-form students get precisely the right support to help them to get ready for when they leave school. Knowledgeable staff, impartial careers advice and a work-experience and volunteer programme support students to decide what they want to do when they leave school.”

- *To equip students for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding – A Rights Respecting School*
- ✓ Students’ spiritual, moral, social, and cultural development is taught throughout the Personal and Social Development Curriculum, including activities such as the weekly Picture News and Right Respecting School themes. Each tutor group collates an evidence book to showcase the themes discussed. A whole provision SMSC tracker was introduced to evidence and showcase the Sixth Form activities in this area.

We have continued to maintain the status of RRS Gold award the framework; that is to ensure students are well prepared for life in modern Britain. Each week a different Rights Respecting School article is explored and discussed with the students.

The Wednesday Cultural and Wellbeing enrichment programme focuses on student wellbeing and character building. Enrichment sessions included pet therapy, relaxation, mindfulness, walking, swimming, cooking, sports, Zumba, dance, art therapy and gardening. In addition to this, the Sixth Form welcomed external agencies on site to complete and bolster student learning around digital literacy, keeping themselves safe in the wider community and sexual and relationship health.

- *To provide extracurricular opportunities to prepare students for life beyond school.*
- ✓ Preparation for adulthood is a fundamental principle that underpins the work that we do in the subjects studied in the formal curriculum, and in the work carried out via the vocational options chosen by our students. We use these two areas of the curriculum to develop the skills that will enable our students to navigate life beyond the Sixth Form.

All Year 12 formal students had the opportunity to engage with the National Citizen Service (NCS) team, who delivered skill booster sessions during the autumn term. This was a 3 day programme delivered on site. The scheme encourages personal and social development by working on skills like leadership, teamwork and communication as well as ‘live life components’ and a group social action project. NCS graduates were then invited to attend the local ‘Change Makers’ forum. The group meet monthly with

the ultimate goal to plan and deliver a social action project in the local community to benefit something or someone.

Other Youth social action projects include fundraising and challenges for Adventure Nepal, Alzheimer's Society, Save the Children, and local food banks.

Additionally, during the summer term, *all* students participated in a 'team building' day onsite in our forest school area with an external specialist bush craft teacher.

Extra-curricular after school sessions continued this year - the *offer was available to all*. Bursary monies were used to support targeted students to access the clubs. Activities included cooking, youth club and sports. In addition to after school sessions lunch activities were also put in place to support the student well-being and emotion regulation during this time periods. Activities include football, sensory activities and computers.

- *For all to have opportunities to engage in health and well-being services.*
- ✓ Our curriculum offer includes an element that focuses on health and wellbeing. The programme provides advice and support with respect to personal relationships, healthy living, individual rights and responsibilities, self-advocacy etc. Wednesday afternoon enrichment is also focused on health and wellbeing.

The Sixth Form continues to work with a number of partners to support the delivery of these programmes, such as Brook (a national charity offering both clinical sexual health services and education). They delivered a 6-8 week programme as well as bespoke 1:1 sessions with identified students. Other organisations that we draw support from included Alliance – a 1:1 counselling service, pet therapy, The Bungalow project, CAHMS, Barnardo's therapy, the school health service.

Appendix I

Gatsby Bench Marks

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Appendix II - Pathways

Curriculum Offer Pathway 1

This offer is for those students with a range of learning needs, who require a semi-formal curriculum. This programme combines a range of units from the ASDAN Personal Progress Qualification. Additionally, we offer a range of vocational opportunities including supported employment. This Pathway has a significant focus of communication strategies.

The subjects that all students study in Pathway 1 include:

- Cognition - Mathematics
- Communication and Literacy
- Developing skills for the workplace
- Developing community participation skills
- Travel within the community
- Engaging in new creative activities
- Planning and preparing meals

Students have access to the following vocational subjects depending upon level:

- Salon Experience
- Art
- Drama
- Horticulture

This offer meets the national requirements of the Post 16 Study Programme and also reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community.

Each student is allocated a tutor who they will see every day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students may also be assigned to a differentiated reading group.

Where specialist external assistance is required the Trust has support from a team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. Students have access to enrichment activities during Wednesday afternoons. The duration of this programme is two years.

Curriculum Offer Pathway 2

This offer is for those students with a range of learning needs, who require a semi-formal curriculum who are working from P7 up to and including Entry Level or Key Skill 1. This programme combines Entry Level qualifications in a range of subjects. Within the timetable we offer a comprehensive range of vocational options and employability education, including supported employment.

The Qualifications that all students study in Pathway 2 include:

- Literacy Personal Progress - Entry Level
- Numeracy Personal Progress - Entry Level
- Science Personal Progress – Entry Level
- Personal and Social Development Personal Progress - Entry Level
- ICT Towards Independence Award - Entry Level
- Reading
- Supported Employment and access to independent careers advice
- Employability – Personal Progress Entry Level

Students have access to the following vocational subjects depending upon level and class:

- Hair Salon Experience Towards Independence
- Catering Personal Progress Food Units – Entry Level
- Vocational Working Towards Independence
- Animal Care and Horticulture Personal Progress – Entry Level
- Drama Towards Independence
- Sport Towards Independence

This offer meets the national requirements of the Post 16 Study Programme and also reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

When specialist external assistance is required we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. The duration of this programme is two years.

Curriculum Offer Pathway 3

This pathway is for those students who have achieved Entry Level Certificates at grade 2, and perhaps a few at grade 3 in a range of subjects including: English, Maths and Science. This programme combines Entry Level and Level 1 qualifications in a range of subjects. Additionally we offer a comprehensive range of vocational options, employability education, including work experience.

The qualifications that all students study in Pathway 3 include:

- Functional Skills Literacy Entry 1 - Level 1
- Functional Skills Numeracy Entry 1 - Level 1
- ITQ IT Users City and Guilds Levels 1 or 2 Functional Skills Entry 1 – Entry 3
- Practical Science Entry 2 – Entry 3
- Catering Entry 2 – Entry 3
- Employability including Work Experience and access to independent careers advice Entry 3
- Personal and Social Development including sex education, relationships and healthy eating Entry 3

Students are able to select up to four of the possible following vocational subjects over a two year period:

- Hair and Beauty ASDAN Short Course
- Sports and Fitness ASDAN Award
- Hospitality & Catering Level 1
- Enterprise ASDAN Short Course
- Creativity - ASDAN Short Course
- Team Building
- DIY
- Travel and Cultural Visits

This offer meets the national requirements of the Post 16 Study Programme and also reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

When specialist external assistance is required we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. This Pathway takes **two** years to complete.

Curriculum Offer Pathway 4

This pathway is for those students who have achieved Entry Certificate at Grade 3, some Level 1 qualifications or are working at Key Skills three or above in a range of subjects including English, Maths and Science. This programme combines GCSEs in traditional subjects as well as QCA approved GCSE equivalents in others. Additionally we offer a comprehensive range of vocational options and employability education, including work experience.

The qualifications that all students study in Pathway 4 include:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- London Institute of Banking and Finance - Money Management - Level 1
- ITQ IT Users City and Guilds - Levels 1 and 2
- Employability - Including Work Experience and access to independent careers advice Level 1
- Personal and Social Development - Including: Sex Education, Relationships and Healthy Eating Level 1

Students are able to select up to four of the possible following vocational subjects over a two year period:

- Hair and Beauty ASDAN Short Course
- Sports and Fitness ASDAN Award
- Hospitality & Catering Level 1
- Enterprise ASDAN Short Course
- Creativity - ASDAN Short Course
- Team Building
- DIY
- Travel and Cultural Visits

This offer meets the national requirements of the Post 16 Study Programme and also reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group. When specialist external assistance is required, we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. This Pathway takes **two** years to complete.