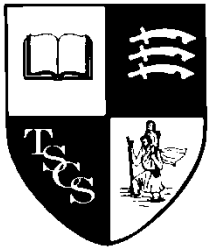


# THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



## Academy Trust - Special School

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## THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST

### 16 – 19 ANNEXE CURRICULUM

First written: June 2022

#### Introduction

The 16 – 19 Annexe offers an alternative for post 16 students needing more support to move on to traditional placements such as apprenticeships, internships, employment or courses at SEEC, SEEVIC, and mainstream 6<sup>th</sup> form departments. This document gives an overview of our curriculum.

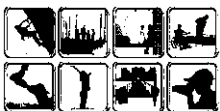
#### Aims:

The aim of the curriculum within the 16-19 Annexe is to:

- be organic and flexible in order to meet the increasingly complex individual needs of all students.
- provide life, social and vocational knowledge and key skills, to prepare the students for their next step into further education or work; informed by the latest KS5 curriculum guidance and the Wolf Report
- teach relevant functional Numeracy and Literacy skills to prepare students for living with increased independence.
- provide opportunities for more able students to improve or achieve grades in GCSE courses, where appropriate.
- develop self-assessment and personal, learning and thinking skills.
- encourage students to become independent learners and develop self confidence in applying their knowledge and skills in a variety of settings.
- increase their sense of ownership of their own learning.
- recognise, develop and apply their skills for employability.
- broaden the educational and social experiences of the students by participation in activities within the Annexe, the school, off- site and residential situations.
- Support and teach good emotional, mental and physical health.

#### Curriculum Content:

- **Gateway and ASDAN courses** form the core of our curriculum, these courses are carefully chosen to suit the needs of each year's cohort and are on a three-year rolling programme. They allow for the development of core curriculum topics and skills and 'real life' application.



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- **Maths and English** – taught by subject teachers, focussing on functional and life skills.
- **PSHE** is taught using Gateway or ASDAN frameworks depending on the cohort; rather than a set rolling programme we adapt yearly but can also be flexible and change topics when required. Q and A and student led sessions are also built in to the planning.
- **GCSE and Entry Level courses in Maths, English and Art** may be accessed by some of our students. Our students learn alongside Y11 or individually in the Annexe.
- **Work and Vocational Skills** is an integral part of the curriculum and is personalised for every student, it includes weekly work experience placements; visits to local businesses and from local business people to share their experience and offer advice; specific lessons teaching necessary work skills, interview techniques and CV writing.
- **Offsite days** – one day a week is spent exploring a range of activities to promote independence, teamwork and resilience. These include physical and creative activities and community work.
- **Cookery and Home Skills** are included to promote independence and self-help skills. All students participate together to cook, eat and learn basic home skills including managing a shopping budget and basic house maintenance.
- **Fitness** – specific weekly sessions with a PE instructor, aimed at developing fitness, promoting enjoyment, social skills development, and awareness of own physical fitness.
- **Residential Trips** – developing independence and building resilience away from family and familiar settings. Allowing opportunities to practise home skills and manage own personal routines.

#### **Assessment:**

Within the 16-19 Annexe students are encouraged to:

- Take a full part in the assessment of their own learning
- Set clear and achievable goals
- Identify, express and reflect on their own progress
- Summarise achievements and create up to date CV's.

The online BKSb assessment system is used to record progress in Literacy and Numeracy. This system is also used in local colleges, our students have a more settled transition knowing this.

Formative assessment for Gateway and ASDAN awards takes place when the correct number of challenges are completed with the appropriate supporting evidence. Students' work in GCSE subjects is assessed along with work from the secondary department (see separate policies).

During periods of work experience and offsite activities students are encouraged to keep a diary and are visited on placement by a designated member of staff.

Reading assessments are carried out twice yearly.

EHCP's and ISP's are reviewed regularly with input from students, and their attendance at EHCP meetings is encouraged. In their third or final year with us we include targets and goals which specifically link to their next steps towards independence. When planning lessons, individual student needs are considered and activities are created to enable progress towards ISP and EHCP targets.

#### **Planning:**

In order to ensure breadth of curriculum content, lessons are planned on a half termly basis under discrete subject headings, ensuring that lesson content builds upon skills throughout the scheme of work. Links to specific awards such as scenarios for Gateway, are included as a separate sheet, and are part of the overall planning process.

Learning objectives to help focus, identify and evidence skills are always included, although these may be overarching for a half term.

## 16-19 Curriculum and Overall Vision:

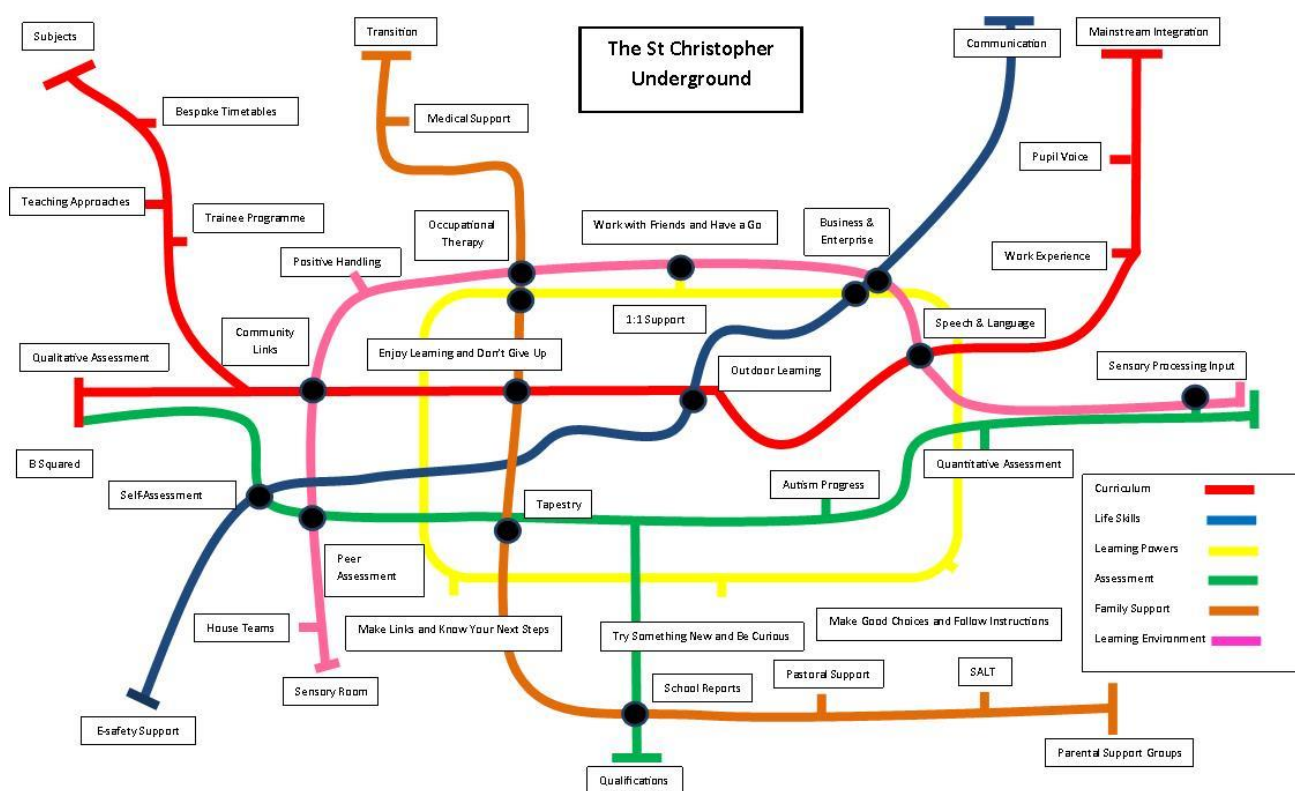
All of our students are on a learning journey. The St. Christopher Underground Map aims to visually demonstrate how our young people can follow a variety of routes throughout their time with us, visiting certain 'stations' as and when needed and taking a new route when appropriate. Although the 16-19 Curriculum is specific in context, in terms of how it encourages and develops learning for a specific cohort of students, it is guided by the ethos of The St Christopher School curriculum model.

Our vision is to enable our students to develop as citizens of the local community. To do this we focus on four main areas:

**Developing independence** – students learn about rights and responsibilities and are encouraged to travel and look after themselves with growing independence

**Developing individually** - we support our students to explore their own areas of interest through taught subjects and making their own choices.

**Developing understanding** – through our flexible timetable, curriculum and varied activities. **Developing community** – involvement in local projects, work experience, supporting the main school through enterprise activities.



**Written By:** Tracy Coster, Assistant Head  
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