



St Andrew's  
Academy

The St Andrew's Academy Further Education

# Inspiring Futures

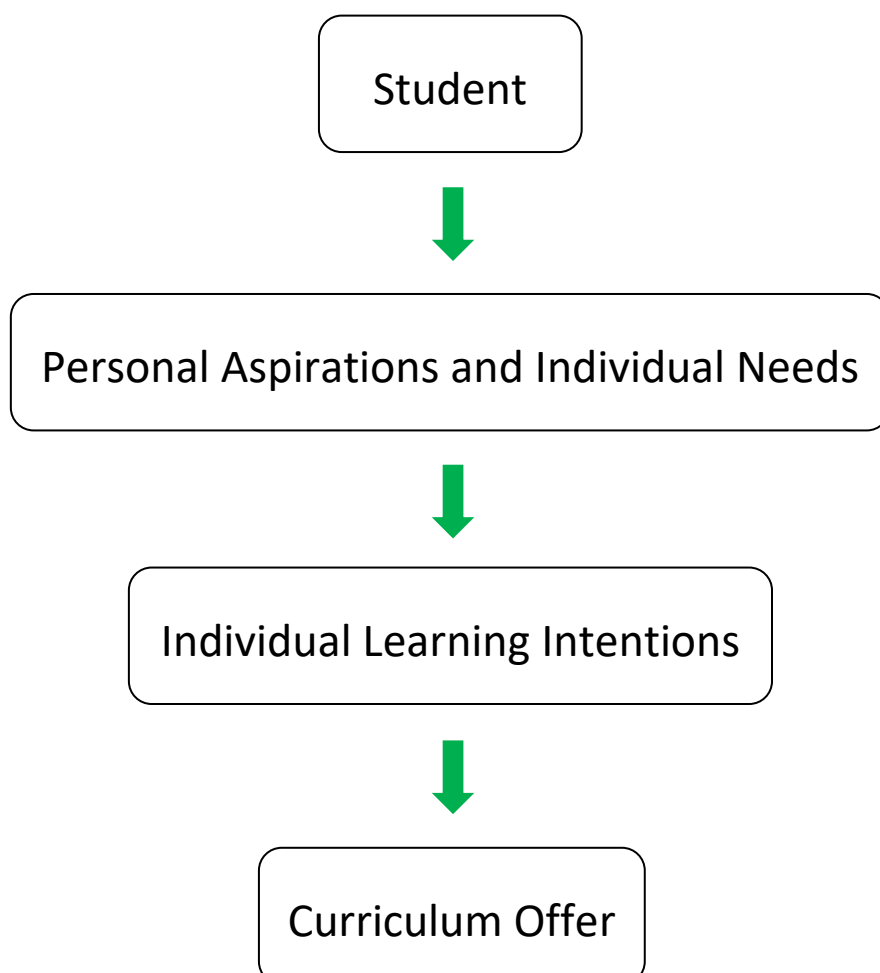
Programme of Study

## Rationale

The key feature of the Further Education curriculum at St Andrew's Academy is the understanding that the students will eventually leave full time education and as such our role during the time they are with us is to prepare them to live their future lives as independently as they can. What this future may look like will be different for each student and so it is important that our curriculum offer is reflective of this. As such our curriculum is designed with each individual student at the centre of their own bespoke offer. Through consideration of each individual young person's specific needs and their personal life aspirations we are able to create ambitious learning intentions which challenge their development and provide opportunities for personal development. Once these learning intentions have been determined we are then able to tailor a specific curriculum offer around the individual needs and choices of each student.

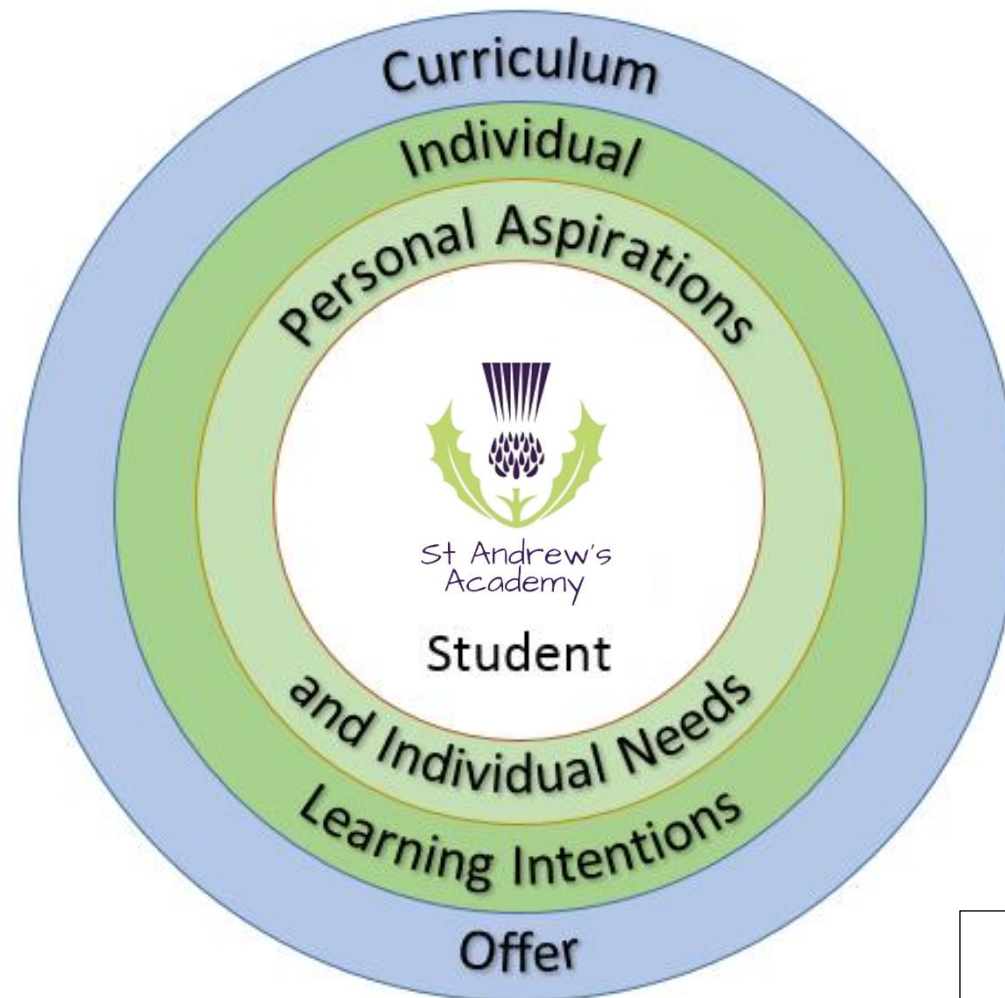
After determining the focus of our curriculum approach it is important to consider the fundamental skills, knowledge and opportunities that all FE students should experience during their remaining time in statutory education. Developing this knowledge will promote independence and a positive attitude towards life and learning.

### Our Student Focused Curriculum Model



# Inspiring Futures

## Skills and Knowledge to promote independence



**Self-Development**  
Strengths and Limitations, priorities, time management, balanced lifestyle, adapting to change, resilience, Self-confidence and belief

**Technology**  
Types, Responsibilities, Social Media, Phone/internet settings, Cyber presence and safety, Information validity, knowledge of and ability to use hardware/software

### My Lifelong Learning

**Literacy and Numeracy**  
Reading, Writing, Interpreting information, preferred communication, Analytical skills, supportive technologies

**Accessibility**  
Choices, Maps, location orientation, landmarks

### Community Engagement

**Social and Recreation**  
Opportunities, hobbies and interests, healthy friendships and relationships

**Transport**  
Own vehicle costs, requirements and logistic, public transport – schedules, routes, mode, cost

### My Future

**Employability**  
Communication, inter/intrapersonal skills, personal qualities, work ethic, problem solving, academic skills and accreditation/qualifications, resource and time management, desire to learn

**Beyond St Andrew's**  
Post 19 options and provisions, decision making, online and in person research, CV's and applications, interview skills

**Financial Autonomy**  
Understanding of pay/income, budgeting, banking (online and physical), ATMS, payment types/systems, accessing money, savings, documentation

**Food Skills**  
Planning, Shopping, Preparation, dietary requirements and differences, food storage and rotation, kitchen hygiene, recipes, use of appliances

### Me and My Independence

**Household Skills**  
Housing options, utility bills, phone/internet usage, basic maintenance, day to day jobs, emergency procedures (in case of power outage, leaks etc)

**Personal Appearance**  
Personal hygiene and upkeep, care needs, personal presentation, fashion awareness and choices

**Creative Expression**  
Exploration of mediums, Self-occupation, hobbies and interests, Self-esteem and confidence

**Personal Awareness**  
Positive and Negative Relationships, Identity, Sex and Intimacy, Risk, Roles and Responsibilities, Personal Safety

### Being the best I can be

**Citizenship**  
Voting, Laws and rules, Environmental responsibilities, Community activities

**Health and Wellbeing**  
First Aid, Healthy diet, medication, RSE, lifestyle choices, Exercise, physical and mental health

## Inspiring Futures Curriculum

The Inspiring Futures FE Curriculum is designed to reflect the changing expectations of our students as they progress from pre 16 to post 16 education. Emphasis is shifted from a concept driven model of delivery in which content is taught and knowledge generalised through discrete lessons, towards a context driven model, where students are provided with structured learning opportunities to apply their existing skills and knowledge within a range of different functional situations and scenarios. Through utilising this approach, students are able to exhibit and nurture their level of independence, allowing them to become active and valuable participants in everyday society. We truly want all of our young people to be inspired about what the future may hold for them.

This focus on skills for the future is integral to the learning our students undertake and the entirety of the St Andrew's Academy curriculum has been mapped to facilitate this. This means that some aspects of learning are delivered and tracked right through from year 7 to year 14, whilst other learning opportunities may only be utilised when students progress into FE. We feel that this approach ensures that all of our students are equipped with a broad foundation of skills and knowledge but also encourages choice making and ownership of learning as the students grow older. Having outlined the required skills and knowledge for independence, the curriculum content is then split into 5 key areas:

- **Employability**
- **Lifelong Learning**
- **Community Engagement**
- **Practical Life Skills**
- **Personal Awareness**

Whilst content has been categorised into different areas it is worth noting that many of the learning opportunities allow for multiple topics to be addressed simultaneously and so content from one area may be delivered in parallel with content from another area. It is particularly important in post 16 education that students are given regular opportunities to apply their knowledge and understanding in different functional situations and so students will be supported to access a range of on and off site learning in each of the curriculum areas.

These areas provide a basis for learning opportunities to occur and by developing their skills and knowledge in each of these areas, students will be able to increase their overall levels of personal independence.

Learning opportunities are provided on a 3 year rolling programme of study. The programme is designed to ensure that students are given the chance to undertake new experiences and activities throughout their time in FE, whilst also providing time for crucial skill development through familiar opportunities with an emphasis on replicating skills in a variety of different contexts.

## Employability

Throughout their time at St Andrew's Academy, students are developing their practical skills and theoretical knowledge in a range of areas so that they are best placed to engage as equal, valued members of society upon completion of their statutory education. One of the key components of our curriculum is providing students with the knowledge and tools they will need for employment. The importance of work and working culture is an integral theme that runs throughout the entirety of the Inspiring Futures curriculum and all students will be provided with opportunities to access the world of work. It is important that students are able to feel a part of, and add value to their local and wider communities. For this reason we provide opportunities for all of our FE students to participate in a range of internal and external placements.

### **Internal Interactions and Opportunities:**

Students have the opportunity to participate in a number of internally based employability and enterprise schemes. These schemes are designed to provide accessible experiences to all FE students in an environment within which they are familiar in order to promote confidence and workplace independence. Enterprise schemes also allow students to generate income to support the department and wider school community. Students are given the opportunity to participate in the following schemes over the course of the three year programme:

- School Photography
- School Social Media
- Student run events
- Online Shop

Students will be take on responsibility for marketing, budgeting and financing, product design and creation and order processing. These opportunities are designed to provide students with a wide scope of scenarios in which to practice and further develop their skills.

### **External Interactions and Opportunities:**

Demonstrating knowledge and applying skills within a workplace setting is a crucial component of the Inspiring Futures curriculum and students will be supported to access a variety of external provisions to develop their understanding of the range of paid and voluntary work that is available, and the skills required within different roles. Meaningful employer encounters provide an ideal opportunity for students to broaden their work awareness. Where appropriate these encounters will take place off site but where circumstances prevent this, students may access provisions and content virtually.

## Lifelong Learning

Students are supported to develop their skills and knowledge in a range of core subjects throughout St Andrew's. These subjects provide the fundamental basis of knowledge for all of our students, knowledge which can then be individualised and applied to wider learning opportunities. Lifelong learning skills may be taught and applied in differing contexts most appropriate to the needs and interests of each young person in order to promote engagement in learning and support students to see the different ways in which their knowledge can be applied. It is also important to note that these skills are inherent in completing many different tasks and activities and as such students may undertake discrete teaching sessions alongside more generalised opportunities to apply these skills to day to day tasks.

### Functional Communication

The ability to give and receive information, state choices, preferences and opinions and pass comments on topics is crucial for our students in order to feel valued as members of society. Students will utilise all opportunities for developing their preferred methods of communication in order to interact appropriately with familiar and unfamiliar people in a broad range of contexts and scenarios.

### Finances and Everyday Numeracy

Having an understanding of, and control over, one's own finances is a hugely important, empowering factor in developing independence. As students' progress on to post 19 opportunities there is increased importance for them to have greater knowledge, access and control over their own money and how this is spent. Learning opportunities will focus on how money is used, saved, accessed and generated in a wide variety of contexts.

In addition to focusing on finances, students will also continue to develop their skills and knowledge around themes such as time, measure, shape and space and most crucially number skills. They will then be given opportunities to practice and utilise these skills in functional scenarios.

Students will undertake at least one financial independence session in addition to at least one everyday maths session per week.

### Functional Reading and Writing

Having learnt and developed their literacy skills throughout their time at St Andrew's, students will be supported to apply this knowledge in day to day situations in order to help them access opportunities as independently as possible. Students will experience practical situations which require them to utilise their literacy skills in order to give and receive information in a whole range of different contexts. Students may also undertake discrete reading and writing sessions in line with nationally recognised programmes where appropriate.

Students will undertake at least one discrete everyday English session per week and may also have the opportunity to receive individual reading interventions.

### **Computing**

Students will have the opportunity to develop their understanding of how computers and technology works, the impact of technology on their lives and the way in which they can utilise computing to assist and support their learning and day to day experiences.

## Community Engagement

Being an active member of society is an expectation for all of the young people who attend St Andrew's Academy. We believe that no matter our needs or abilities, we all have the right to demonstrate a valued contribution to, and participate fully in, all elements of society. Our aim is to ensure that all of our young people develop the skills and knowledge required to safely, efficiently and purposefully access the local and wider community.

### Accessibility

Being able to safely navigate around community spaces with confidence ensures that all our young people are not limited as to the opportunities they can access. Students will be supported to learn to recognise and navigate their surroundings using physical maps, landmarks and familiar locations, alongside implementing technology such as sat navs or GPS. Students will have the opportunity to develop their levels of independence when travelling on foot, by public transport or through a bespoke programme of independent travel training (where this is appropriate). Students will develop social awareness and exhibit appropriate behaviours in a range of environments. Students may also be provided with the opportunity to access opportunities outside of school hours in order to fully experience being an active citizen within society.

### Leisure and Recreation

Accessing a variety of leisure and recreation venues is important for helping develop hobbies and interests as well as encouraging an active, healthy lifestyle. With the duration of supported, post 19 provision potentially time limited, it is vital to determine activities and locations that can be accessed independently, with support from family/friends or a PA. Students will be encouraged to experience a range of activities in order to determine preferences and will then be assisted to access these provisions. This will provide opportunities to develop communication, implement functional literacy and numeracy skills and give the students the opportunity to increase their physical and mental wellbeing.

### Social Contribution

Providing a positive contribution to society can help to provide a sense of purpose and inclusion as well as helping to increase appreciation and provide a sense of ownership over the local environment. Students will be supported to research, contact and engage with local community projects in order to voluntarily contribute to the development or preservation of their local area.

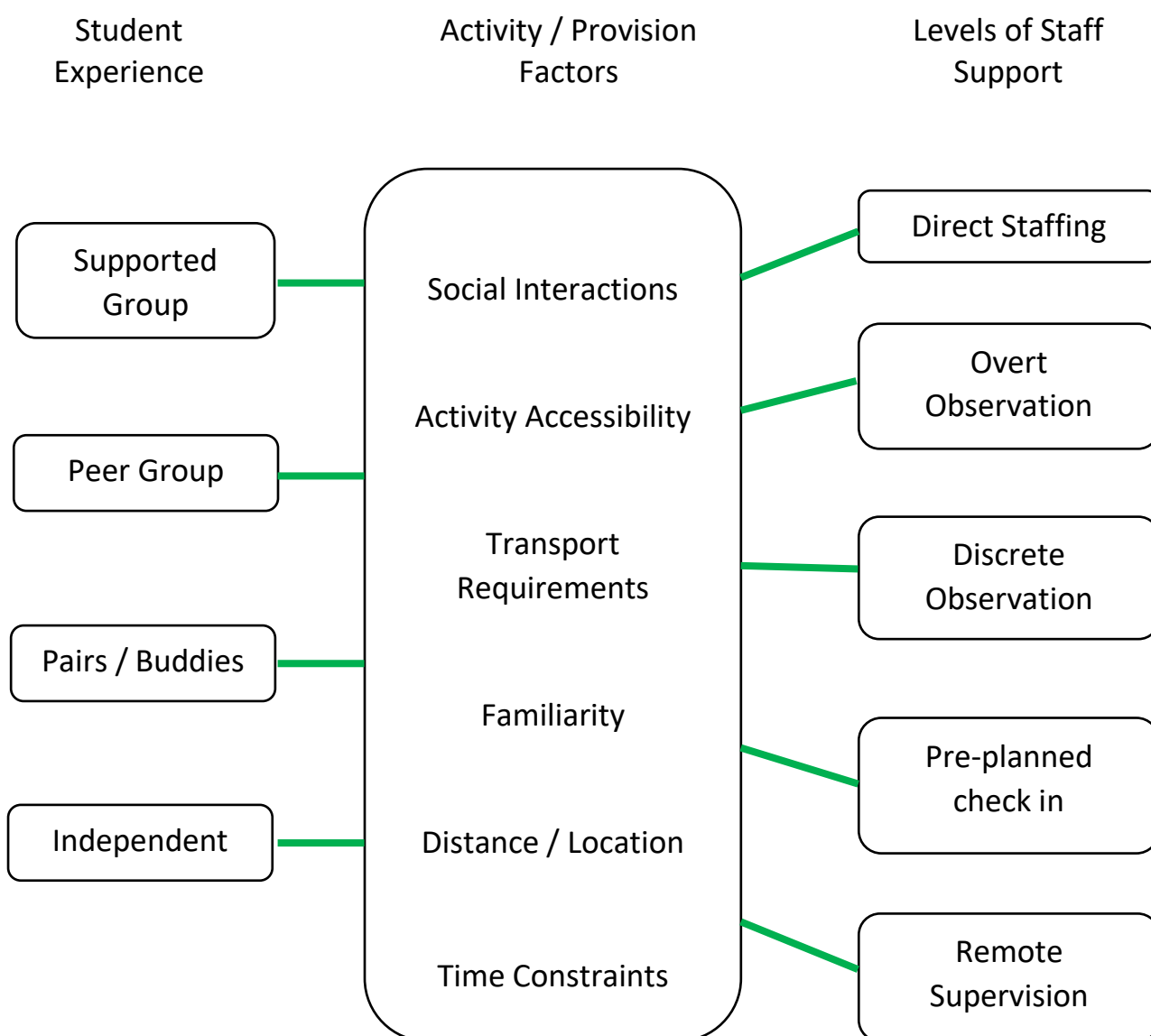
### Post 19 Transition

Transition from St Andrew's can be a difficult, anxious undertaking for students as often, they may have been with us since year 7 and it is not always easy to consider what the future may hold. During their final year at school students are supported to research, contact and visit as many different potential placements as possible in order to gain information about what may be available to them in the future. In this way anxieties can be minimised and the process turned into a positive experience for our young people. An



annual 'Futures Fair' provides an ideal opportunity for young people and their families to come and meet a wide range of providers in order to determine which may offer the most appropriate future opportunities and packages for them. Utilising our close working relationships with families and provisions allows us to offer bespoke guidance and advice in order to support the best possible outcome for your young person's future.

The process of Community Engagement may look different for each of our students. The aim is to prepare the students to be able to access activities, provisions and locations with as much independence as they can. In order to facilitate this, the level of support and staff input will vary depending on the activity being undertaken, and the needs of each individual participant. The diagram below provides an outline of what community engagement may entail:



## Skills for Life

As they progress through school, students and their families will be considering what their future aspirations are. A large aspect of these aspirations will relate to where and with whom they may live in the future. With this in mind, a key focus of the Inspiring Futures curriculum aims to increase levels of independence and develop skills for life; skills which may allow or assist each young person in living with reduced support.

### Household Maintenance

Hygiene and Safety are an integral aspect of any home and it is important that students know how, when and why they need to complete certain household tasks. Alongside day to day domestic tasks students will also be taught to solve common issues around the home and supported to learn basic household maintenance jobs. Students will be able to demonstrate how to respond appropriately in the event of an emergency such as a power outage, leak or fire and learn the skills required to complete simple home repairs such as basic DIY. Students will also demonstrate skills in completing outdoor tasks related to keeping and maintaining a garden.

### Food and Nutrition

Eating a healthy, balanced diet is crucial for supporting all round health and wellbeing and knowing what, when and how to eat is a fundamental skill that all of everyone should possess. Students will develop their skills in meal planning (budgeting, stock taking, recipe requirements etc.), meal preparation (equipment, processes, following instructions etc.) and food safety (storage, rotation etc.). A weekly food technology session will provide practical opportunities whilst also incorporating functional numeracy and problem solving tasks, providing a well-rounded learning opportunity. Students may be provided with the opportunity to achieve nationally recognised accreditation in food hygiene

### Creative Expression

Being able to productively occupy ones on time is a key aspect of living a fulfilling life. It is all too easy to turn to technology for this and although there are of course benefits in utilising technology, we feel it is important for students to develop other interests and hobbies. Students will be encouraged to develop a passion for creative interests and will be provided with the opportunity to experience a range of different artistic contexts and mediums. These experiences may be facilitated on site or may utilise the wide range of external providers throughout Derby and the wider area. Alongside developing their own skills, students will also be able to choose to attend professional and amateur performances in order to broaden their awareness of the arts. St Andrew's FE department holds the Arts Mark from the Arts Council of England in recognition of the creative opportunities afforded to our students and students may work towards achieving specific Arts Awards in relation to this.

## **Physical and Mental Health**

Developing an understanding of what keeps us healthy allows students to have greater control over how they are feeling, a fundamental aspect of positive health and wellbeing. Students will learn how to keep themselves fit and active, ways in which we can support each other to live healthy lives and the potential limitations and issues that an unhealthy lifestyle generates. Students will be supported to access opportunities to develop their physical fitness and mental wellbeing both within school, and through accessing external provisions within the community. In collaboration with external agencies, students are assessed to determine any requirements for specific therapeutic interventions and are supported to attend these as appropriate. A focus is placed on three fundamental areas:

### **Physical wellbeing**

Students will participate in regular sessions to develop their fine and gross motor skills and will have the opportunity to make choices about activities they would like to try. In doing so students may develop new interests and hobbies which they may choose to access outside of school or after transitioning into post 19 provision.

Students will also cover a range of topics including substance misuse, recognising and responding to danger, risk awareness and the importance and impacts of daily activities such as sleep or technology usage on their physical and mental wellbeing.

### **Emotional Wellbeing**

Developing emotional intelligence is an important life skill which supports positive mental health and the formation of positive relationships. Students are taught the importance of the link between physical and mental wellbeing and encouraged to recognise how they and others may be feeling, why this is important and who can help and how to access this help if they need it.

## **Cycle Awareness and Maintenance**

Students may choose to undertake a unit in developing their cycling skills and awareness. Cycling is an accessible form of transport that presents a fantastic opportunity for young people to improve their fitness and develop a functional understanding of simple mechanics. Alongside learning how and where to safely ride, students may also have the chance to learn basic maintenance skills in order to further increase their levels of independence. Students may have the opportunity to assess their skills against nationally recognised, accredited courses should they choose to.

## **Personal Awareness**

Understanding who they are as a person is vital to ensuring our students' safety, independence and to give them more autonomy and accountability over the choices they make. Students need to be able to make informed choices about how they look, act and respond to others in order to take responsibility for themselves and others.

### **Sex and Relationships**

As students make the transition into adulthood it is important that they are able to identify positive and negative friendships and relationships. Transitioning from St Andrew's will provide students with opportunities to meet new people and they need to know how to initiate, maintain or decline these relationships. Being able to enjoy meeting and interacting with new people safely is a fundamental aspect of all our lives so it is crucial that students understand the positive elements of creating friendships and sexual relationships, whilst also demonstrating awareness of the risks and dangers that inappropriate relationships may pose.

### **Citizenship**

Students need to understand that they are part of, and be encouraged to safely access, their local and wider communities. Developing an awareness of an individual's rights and responsibilities, recognition that actions have consequences and an understanding of different identities are all fundamental requirements of being an active citizen within society. Students will learn about democracy, voting and how they can use their voice to promote positive changes within society.

### **Personal Hygiene and Appearance**

It is important that students are able to demonstrate their individuality and be confident in the way they look and present themselves. Students will be taught to take ownership over their appearance by developing their knowledge of fashion (clothing choices, make up, hairstyle etc.) and taking responsibility for their personal hygiene (nails, teeth, toileting, intimate care etc.). Students will be supported with their hygiene needs where appropriate and staff will work with each individual to develop confidence to ask for help or to recognise when help may be required before it is needed. In this way we can help students to feel and act as independently as they can.

### **The Wider World**

In addition to learning about their immediate surroundings and environment, students will also develop awareness of wider local, national and international current affairs. It is important for our students to understand their place within the world and to develop empathy and compassion for those who follow different cultures or have different beliefs.

Employability	Lifelong Learning	Community Engagement	Skills for Life	Personal Awareness
<p><b>Student Photography</b> Students to study Photography techniques and run cross school enterprise taking student photos and creating photo packages to sell to families and friends. Students also to capture photographs for the school website and to document any events for social media.</p> <p><b>Social Media</b> Students may have the opportunity to provide content for the school social media platforms in order to develop online digital literacy skills and improve the schools online presence. Students will learn about the processes, risks and safety aspects of using social media and will provide a more individualised presence that is reflective of the students at St Andrew's.</p> <p><b>St Andrew's Academy Online Shop</b> Students to research, run and stock an online shop offering a variety of student made items. Students will research different products that they can make and sell, create an online portfolio/catalogue of potential items and then make these on a 'made to order' process. Examples of the items that students may create and sell includes:</p> <ul style="list-style-type: none"> <li>- Student photographs</li> <li>- Greeting Cards</li> <li>- Badges</li> <li>- Keyrings</li> <li>- Seed Balls</li> <li>- Bath Bombs</li> <li>- Seasonal Sweet bags</li> </ul> <p><b>External Placements</b> Students to be supported to attend a range of external work placements, applying learnt skills in real, employment opportunities. Work placement opportunities are tailored to the needs of each individual student to reflect their own individualised ambitions for their future. Placements may include:</p> <ul style="list-style-type: none"> <li>- Hospitality</li> <li>- Retail</li> <li>- Land Management</li> </ul>	<p><b>Functional Communication</b> Students to utilise preferred methods of communication to express opinions, make choices, provide informed contribution to discussions and demonstrate understanding and knowledge in a wide range of scenarios, with a variety of familiar and unfamiliar people.</p> <p><b>Financial Independence</b> Students to develop skills in money management including budgeting, utility bills, housing choices, saving and accessing money and using different methods for paying or withdrawing their money. Parents to be encouraged to set up a bank account in order to provide a prepaid card for their young person. This allows students/parents to track what is being spent and where, promoting greater financial independence.</p> <p><b>Everyday English</b> Students to develop reading and writing skills at an ambitious level. Students may follow academic programmes to develop their literacy skills alongside following existing Academy frameworks in order to ensure a continuation of skill development from lower school, through FE and beyond. Students will focus on the practical implementation of their skills in a wide range of functional situations.</p> <p><b>Everyday maths</b> Students will develop numeracy skills that can be utilised to complete everyday tasks with maximum independence. Students may follow academic programmes to develop their numeracy skills alongside following existing Academy frameworks in order to ensure a continuation of skill development from lower school, through FE and beyond. Students will focus on the practical implementation of their skills in a wide range of functional situations.</p> <p><b>Computing</b> Students will be supported and encouraged to access technology that can assist with day to day tasks throughout all learning opportunities.</p>	<p><b>Community Accessibility</b> Students to learn and develop skills in navigating around their local and wider area using a variety of different supporting tools. Students will develop skills and confidence in undertaking journeys with minimal support and will utilise a range of different modes of travel.</p> <p><b>Leisure and Recreation</b> Students to access a range of different leisure and recreational activities in order to support choice making and provide hobbies and interests which can transfer to post 19 choices. Students may have the option of attending evening based activities supported by staff in order to broaden their understanding of what is available and when.</p> <p><b>Social Contribution</b> Students will be supported to volunteer in line with community led initiatives aimed at improving the local area around the FE campus building. Project ideas may include litter management or horticultural development. Students will play an active role in encouraging community pride and accountability.</p> <p><b>Post 19 Transition</b> Students to take an active role in researching and applying to post 19 provisions. Students will be supported to create a visual database of provisions, including video and audio explanations of what each provision offers. Students will also support the delivery of an annual 'futures fair' to help provide information and advice to prospective young people and their families.</p>	<p><b>Household Maintenance</b> Students will demonstrate basic skills linked to household upkeep and maintenance. This will include developing cleaning and basic DIY skills, simple repairs and understanding why, when and how to perform household safety checks.</p> <p><b>Food skills</b> Students to develop skills in meal planning, budgeting, shopping and food storage and preparation. Emphasis will be placed on developing knowledge of balanced diets and recipes which support a healthy lifestyle. Students may also undertake nationally recognised accreditation in food hygiene.</p> <p><b>Creative interest and expression</b> Students will be encouraged and supported to develop their creative skills through a variety of different mediums including 2D and 3D art, digital art, drama, music and dance. These may be on site activities or may involve utilising local providers to offer bespoke packages based on individual interest. Students will also have the opportunity to attend performances and events to broaden their experiences of the arts.</p> <p><b>Physical and Mental Health</b> Students to undertake daily tasks promoting fine and gross motor skill development. Students may access community based provisions such as gyms, sports clubs and swimming in order to broaden their awareness of leisure activities and improve their health, fitness and wellbeing. Students will also be supported to access therapeutic programmes where appropriate.</p>	<p><b>Sex and Relationships</b> Students to expand their understanding of different relationships, taking into account positive and negative signs to consider, safety (physical and online), develop their awareness of sex and its associated implications and be able to identify and explain the process of seeking help or guidance if required.</p> <p><b>Citizenship</b> Students will develop their understanding of the wider community and their place and value within it. Students will consider a range of factors which underpin society (law and order, fairness, justice, rights and responsibilities, democracy) and consider how this impacts on their identity, both as an individual and as a member of society.</p> <p><b>Personal Hygiene and Appearance</b> Students will be encouraged to take an active role in planning and styling their appearance. They will be supported to plan and personalise outfits and to develop an understanding of own style and fashion preferences. Students will also learn the processes involved in shopping for non-food items including trying on, returning and exchanging items.</p> <p><b>The Wider World</b> Students to develop their knowledge of local, national and international issues.</p>

## Learning Intentions and Tracking Achievement

Students' progress will be measured against St Andrew's learning frameworks. These documents are important to help structure students learning and identify and individualise their medium and long term learning outcomes. School wide learning frameworks help to track students learning for the duration of their time at St Andrew's, providing highly individualised feedback on each individuals learning strengths and areas for focus. Frameworks not only relate to specific skill development but also provide evidence on the proficiency and levels of support required by the students when developing these skills. In addition to those frameworks, FE students may also complete a range of essential and optional nationally recognised qualifications and accreditation. Learning frameworks against which the FE students' learning will be tracked will include:

- Functional Literacy: Reading
- Functional Literacy: Writing
- Effective Communication
- Functional Numeracy: Number
- Functional Numeracy: Time
- Functional Numeracy: Shape, Space and Measure
- Functional Numeracy: Money
- PSHE: Living in the Wider World
- PSHE: Health and Wellbeing
- PSHE: Relationships and Sex Education

St Andrew's curriculum frameworks provide a clear breakdown of the different criteria involved in each aspect of the students learning. Students are assessed against each criteria individually and the process by which progress is demonstrated against each criteria is categorised against an achievement continuum scale, and the amount of support the students needed whilst undertaking the task.

### St Andrew's Academy Achievement Continuum

<b>Sensory Presence</b>	<b>Awareness and Interest</b>	<b>Supported participation</b>	<b>Development</b>	<b>Active participation</b>	<b>Consolidation/ Generalisation</b>
Learners are present when activities are taking place. They may show a passing interest in tasks and will require a high level of encouragement and support.	Learners begin to show that they are aware of activities and experiences. They begin to show interest in people, events and objects.	Learners participate in a shared activity with staff support and / or peers	Learners begin to explore showing sustained interest. They recognise familiar people, events and objects and communicate preferences and responses intentionally.	Learners begin to be proactive in their interactions. They retain familiar knowledge, skills and routine	Learners apply their skills, knowledge and understanding to a range of familiar experiences. They use skills learnt in a familiar activity to solve simple problems in a number of environments

**Sensory Presence**

Learners will be present when an activity is taking place. They may show a passing interest in what is happening but will lack any clear intent to engage with the activity.

**Awareness and Interest**

Learners demonstrate brief awareness of activities and experiences. They will show signs of briefly noticing, focusing on or interacting with an object, person or event. They may be more responsive to familiar people, events or objects and as such may exhibit more consistent responses to these than to those that are unfamiliar.

Periods of alertness or responsiveness may become more regular and learners may begin to give specific reactions to certain stimuli. There may be evidence of some recall when an activity is undertaken for a second time or an object / person is present again.

There is likely to be no transference of awareness to new scenarios or settings.

**Supported Participation**

Learners will accept support to join in an activity or will show a positive response to interacting with people or objects. They show an interest in finding out about new stimuli and will spend a period of time interacting with a task/object/person etc.

Periods of engagement in an activity or task may be short but the learners will be willing to allow staff / peers to help them. Learners will cooperate with being helped.

There may be some recall of an activity or stimulus being undertaken in the past. Learners may show some capacity to try the activity or work with an object or person in a less familiar setting or context.

**Development**

Learners begin to make intentional interactions with others and may try to join in activities or tasks. They may begin to develop and refine a wider range of responses and actions through a process of trial and error. Some recognition of past learning is apparent and there may be some attempts at applying previous knowledge although this may not be in the right context. Prompting and demonstrations may be required to facilitate correct behaviours and actions.

Learners show recognition of familiar people, objects and events. Communication will begin to have intent behind it and learners should begin to use appropriate gestures or actions to gain attention. Learners will have started to develop an awareness of their likes and dislikes and should start to make requests/choices and make their preferences known.

**Active Participation**

Learners demonstrate longer periods of concentration and are willing and able to participate in activities with significantly less support. They may initiate participation in activities/tasks or begin interactions with others without prompting. Communication will become more conversational with learners showing appropriate responses to social cues.

Learners will maintain interactions for greater lengths of time and may look to initiate tasks / activities without prompting. There are signs of using previously gained knowledge in appropriate contexts without needing to be prompted.

Learners may be able to complete some familiar tasks independently in a familiar context. They may show a willingness to attempt tasks in less familiar circumstances but are likely to still rely on staff involvement and may struggle to apply learnt skills without support.

### **Consolidation / Generalisation**

Learners will be able to complete a task or skill in a number of different settings or contexts with a high level of independence. Prompts may still be required to direct attention towards task completion but the learner should then be able to undertake and complete the task without further support.

Learners will demonstrate that they can apply their knowledge in a range of different settings and contexts. They will show capacity for using logical or systematic processes for completing tasks. They may attempt to complete unfamiliar tasks without support but using previous learning to guide them. Any support needs will be communicated to staff / peers with minimal prompting and learners will respond appropriately to any help offered.

Learners will demonstrate an understanding of cause and effect and will exhibit an awareness of the effects of their actions, their own strengths and limitations, likes and dislikes. Communication will involve simple exchanges and discussions with learners being able to offer an opinion or ask relevant questions.

### **Evidence for Learning**

The learning of all St Andrew's Academy students is tracked and evidenced using Evidence for Learning (EfL), a cloud based system that records and monitors student learning against these different skills frameworks. This program allows us to provide a clear picture of each young person's learning journey throughout school and helps staff to individualise learning opportunities to ensure a high level of challenge for each student. Evidence may be in the form of:

- Written Work or Feedback
- Visual – Photographic or Video
- Audio – Spoken feedback or student comments

EfL also allows us to share the student's learning and achievements with home and vice versa, ensuring a high quality of home/school communication and allowing for the provision of on site and home based learning experiences. As students' progress through school they may also be provided with the opportunity to work towards achieving nationally recognised qualifications and accreditation. Students within the FE department may be supported to undertake AQA units and EdExcel qualifications in functional English and Maths. Students may also undertake accreditation linked to Employability and Creative Expression at a level that is ambitious for them. Individual student progress is tracked against their long and medium term outcomes in the five areas of their EHC plan. These outcomes are specific to each individual and are reviewed and amended at regular intervals throughout duration of the course.



## **Supported Access to External Provisions**

In some circumstances it may be appropriate and beneficial for St Andrew's students to access an external provision in order to undertake a specific qualification. Bespoke curriculum packages (Alternate Provision) can be implemented for individual students that may benefit from this option. External provisions may have subject specific resources and facilities which are not available on the campus or main school sites. Where this option may be suitable, discussions including students and their families, school staff and representatives from external provisions may be arranged in order to plan how this learning can be facilitated to best meet the needs of the young person involved.

## **Student Learning CV**

After completing the Inspiring Futures programme of study, it is important that students are able to present a record of their education and the functional learning opportunities in which they have participated. Graduating students are presented with their own individualised Learning CV, a record containing a breakdown of their achievements throughout their time within the FE department at St Andrew's Academy. This Learning CV includes:

- St Andrew's Academy certificates of achievement
- Previously achieved and current personal learning intentions
- EHCP and Annual Review paperwork along with all related Action Plans
- Student specific personal care support plans
- Relevant accreditation and qualification evidence and certification
- Evidence of social and emotional development and non-academic achievements

In addition to this information students will also have the opportunity to share the evidence of their learning journey directly from the Evidence for Learning system. This can provide a comprehensive overview of each student's development over the duration of their time at St Andrew's and can be an invaluable insight into the individual's learning and achievements. This information can be shared digitally or physically with students and their families and may also be provided (with appropriate consent) to different potential post 19 provisions in order to provide them with a clear picture of the student's abilities.

## Skills Builder



Learning for our FE students is delivered in line with Skills Builder. The Skills Builder partnership was set up by a wide range of education providers and employers to help provide a framework of key skills that all people need in order to access an ambitious future and undertake purposeful employment. These skills are:

- Listening
- Speaking
- Teamwork
- Leadership
- Staying Positive
- Aiming High
- Creativity
- Problem Solving

All learning opportunities at Campus are delivered with these skills in mind and students have the opportunity for their achievements in each area to be recognised and rewarded each week. By supporting the students to develop these core, transferable skills, we can be confident that we are best preparing them for whatever opportunities their future may hold.

## Curriculum Delivery

The curriculum content will be offered and delivered in different formats. Depending upon the context of the learning opportunity being undertaken it may be appropriate for students to be taught in groups, within a classroom setting or it may be that learning can be better accessed or explored offsite in small groups or independently. Some sessions will be delivered to whole class groups, some content is most appropriately delivered to student groups of a similar ability level, whilst other opportunities may allow students to choose who they would prefer to learn alongside or potentially work independently. It is important that students learn how to work collaboratively as well as independently as this is reflective of the type of environments and scenarios they may face after they leave school.

### Learning Opportunities

Sessions within the FE department are not referred to as lessons. Instead we refer to learning opportunities. The reason for this is that the focus and intended learning outcome of each session could be completely different and bespoke for each student. Whilst some sessions lend themselves to achieving a specific goal or completing a specific task, others may instead simply be the means by which students can exhibit different behaviours or skills. For example, during a reading session the focus for student A may be on developing their understanding of phonics, for student B it may be to communicate with an unfamiliar peer group and for student C, simply being seated at the table may be quantified as evidence of learning progress. All of the students are participating in the same session but the intended outcome for each student may be completely different. In this way session expectations are linked to their individual learning intentions and their curriculum framework progress.

### Incidental Learning

Some skills are more easily taught than others. Hard skills are objective abilities which are quantifiable in their delivery i.e. comprehension and proof of learning can be measured. However, a crucial element of an individual's development is the learning and utilising of interpersonal and intrapersonal (soft) skills relating to how we present ourselves and interact with others. Interpersonal skills concern the way in which you relate and respond to other people. Intrapersonal skills are those which affect how you present and feel about yourself. The development of these skills is subjective and it can be difficult to quantify their development. They cannot be directly taught and must be learnt in tandem with hard skills, or may develop unintentionally as a result of completing a task. For example, it is not possible to teach someone to be confident but it is possible to provide opportunities for them to demonstrate confidence. Sessions may be planned to provide opportunities for soft skill development or these may incidentally occur as the session progresses.

The following diagram highlights how functional scenarios require different skills to be utilised:

**Task Based Skill Application**

Hard Skills –

Interpersonal Skills –

Intrapersonal Skills –

Problem Solving if lost, missed stop or unsure of location

Appropriate social Interaction with unfamiliar people

**SRE / PSHE**  
Personal Safety, Positive or Negative Strangers

**Computing**  
Accessing online bus timetable

**Numeracy**  
Identifying correct bus, Timings

**Communication**  
Social interactions with driver/passengers

**Individual Learning Intention**  
To undertake a familiar bus journey in order to access their weekly work placement

**Finances**  
Making payments, tracking expenditure

**Citizenship**  
Adhering to social norms/rules, social etiquette

**Self-Awareness**  
Personal presentation, appropriate interactions

Adaptability to change (different driver, bus, route)

**Literacy**  
Interpreting timetable, tracking progress using road / landmark names

Timekeeping and Punctuality

## Complex Learning Needs

The inclusive nature of the FE curriculum ensures that we are able to offer personalised learning opportunities to students with complex learning needs. Whilst students will follow the Inspiring Futures programme of study, the structure of their timetable may be amended in consideration of the complexity of their needs. Greater emphasis may be placed on certain aspects of the curriculum than others in order to reflect potential differences in content emphasis. Students with complex learning needs may be referred to as 'Personal Learners' due to the greater level of differentiated curriculum delivery.

### Communication

For students with complex needs one of the biggest barriers to their sense of inclusion within society can stem from a limited ability to communicate their choices, wants and needs. Being able to express likes and dislikes, engage in interactions with others and making emotions and feelings known are fundamental aspects of an independent life. For this reason a key aspect of the curriculum offer for these students is in supporting the development of communication. This may be through the use of verbal communication, Augmentative and Alternative Communication (AAC) devices, Makaton signing, approaches utilising PECS or symbols, pictures, gestures or objects.

### Therapeutic Support and Independence

Students who require additional input into their physiological care have access to regular personalised support programmes provided by external Physio, Speech and Language and Occupational Therapists in order to maintain and develop their fine and gross motor skills. In doing so students will be able to demonstrate reduced dependency on others when completing tasks such as eating and drinking and personal care.

### Learning Progression

Students will work towards St Andrew's curriculum frameworks in line with their personal learning intentions. They may also have the opportunity to study towards nationally recognised accreditation and qualification where this is appropriate and meaningful for them.

### Self-Occupation

Students need to learn to occupy their time with appropriate, engaging activities. For this reason there are occasions throughout each day when students may be directed to find a task to self-occupy. This may be an independent task or it may be engaging with a peer(s) over a shared activity. This is an important skill for students to develop as it helps to reduce their reliance on others to provide entertainment or support and helps to identify activities which may develop into hobbies or interests. We also appreciate how important it is to allow our young people the freedom and space to develop friendships and explore their own identity.

### **Functional Application of Learning**

Shifting the emphasis of learning from a content driven approach to functional, contextualised applications ensures that students are able to consolidate their learning more fully. Whilst learning skills in a classroom setting is important for developing initial understanding, it is important that students are able to generalise their learning between different contexts. For this reason students are provided with a wide scope of opportunities to practice and utilise their skills. By applying their knowledge experientially students are able to better understand cause and effect, learn from their mistakes and transfer skills and knowledge to different situations. All of these opportunities support the students to increase their levels of independence.

### **Curriculum Structure**

The Inspiring Futures programme of study is intended to provide a broad range of learning opportunities for students throughout their time in FE. Over the course of three years students will undertake essential and optional learning, covering some topics with a higher level of frequency and depth than others. It is intended that students will be able to develop and utilise core skills whilst also maximising opportunities to expand their knowledge through new and exciting activities. As such, the timeframe of content delivery may vary from short intensive blocks of study through to extended / recurring application of content. Student will access individualised timetables which may feature the optional learning opportunities they choose in combination with the essential learning opportunities that all students will undertake.

By utilising the passion and knowledge of on-site staff and through accessing the resources and expertise of external provisions we can ensure that students are provided with the experiences, skills and knowledge to become as independent as they can be.

## Enquiries

For further information please visit our website [www.standrewsacademy.co.uk](http://www.standrewsacademy.co.uk) or email [campus@sas.set.org](mailto:campus@sas.set.org).

Alternatively you can contact the Academy Admin team directly at our main school site, or get in touch with our FE department staff at our FE College Campus.

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