

# Sixth Form (Functional) Pathway



At St Nicholas School's sixth form provision, we work together to support student's learning most effectively. By providing each individual with an appropriate amount of support required, we promote and work towards an achievable level of functional independence in preparation for learners adulthood. We deliver a flexible semi-formal, skills-based curriculum, encouraging learners to further develop the pre-requisites for learning they have already acquired which are monitored using a variety of assessment tools. Learning environments are tailored to individual learners needs to give all the opportunity to be emotionally resilient, engaged and valued.

We strive to provide a wide range of learning opportunities for our young people that will prepare them for their future aspirations. Our aim is to provide our young people and their families with a clear understanding of future pathways and work in collaboration with a wide range of professionals to ensure this.

Pupils are offered personalised learning opportunities throughout their sixth form experience.

What are we trying to achieve?

How do we organise learning?

| Lessons  | Community Learning   | Communication   | Personalised Learning   | Wellbeing  | Environments  | Daily Routines  |
|--|--|---|---|--|---|---|
| <p>A range of teaching styles and collaborative learning to support the teaching of the early subject-specific curriculum</p> <p>Assessment inc. feedback is integral to teaching and learning</p> | <p>Learning in the community is sustained and progressive to support learning and independence.</p> <p>Forest School, Life Skills, Work related learning</p> | <p>Visual Supports<br/>Aided Language Boards</p> <p>Alternative &amp; Augmentative Communication</p> <p>ELKLAN</p> <p>Makaton</p> | <p>EHCP Targets<br/>Earwig Timelines<br/>Self-assessment and reflection<br/>Transactional supports for independence<br/>Home Learning</p> | <p>PROACT-SCIPruk<br/>Rights Respecting School<br/>Creative Therapies<br/>PSHE Curriculum<br/>Lego Therapy</p> | <p>Communication rich environment</p> <p>Community Learning</p> <p>Support independence, social, emotional skills and positive behaviour.</p> | <p>Consistent routines support learning</p> <p>Daily living activities</p> <p>Social, moral, spiritual and cultural learning.</p> |
| <p>Personalised approaches to learning embedded in curriculum subject areas to support understanding and application of skills for early subject specific learning</p>                             |  |   |   |  |   |   |
| Literacy / English inc. communication and interaction  | Numeracy, inc. number, finance and time  | PSHE, inc. emotional literacy, SRE and online safety  | Science and Computing   | World Studies  | PE and healthy lifestyles   | The Arts  |

How well are we achieving?

**Recording:** A wide range of evidence will be accumulated in order to capture and monitor pupil progress and support the assessment. This evidence will be used to inform teacher judgements during assessments and to ensure the students receive a broad and balanced curriculum.

**Assessment:** Pupils gain credits for OCR modules which grow and accumulate throughout their learning journey at the sixth form. Internal and external assessment takes place to provide pupils with valuable accreditation to support their future pathways. EHCP targets are updated regularly. Phonics assessments take place and assessment for learning strategies also. SMART targets are set to help students understand how to achieve them and to keep in mind the "big picture" in relation to their own lives.