



**AMBITO CARE  
& EDUCATION**   
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# 6<sup>th</sup> Form Policy

Policy implemented: September 2019

Last reviewed: February 2024

Next review due: February 2025

# **Ingfield Manor School**

## **6<sup>th</sup> Form Curriculum Policy**

### **1. Aims**

This policy aims to ensure that:

- All young people in 6<sup>th</sup> Form at Ingfield Manor become as independent as possible.
- All young people in 6<sup>th</sup> Form at Ingfield Manor are confident, and that the curriculum supports student self-esteem.
- The curriculum raises aspirations and supports young people to make decisions about their future, including the support they need to achieve better life outcomes and job opportunities. It bears in mind the requirements of the Children and Families Act 2014, as well as ensures that young people are informed of their rights as detailed in The Care Act 2014.
- All young people in 6<sup>th</sup> Form at Ingfield Manor access a relevant, broad and balanced curriculum that provides the knowledge and skills to enable them to confidently move towards adulthood
- The spiritual, moral, social and cultural development of all young people is embedded throughout all aspects of the curriculum, including learning about the rule of law, tolerance, respect, individual liberty and democracy
- Quality and consistency in teaching and learning enables every young person to make good or better progress
- Close partnership working between practitioners, parents and/or carers and other stakeholders is in the young person's best interests
- Every young person is included and supported through equality of opportunity and anti-discriminatory practice
- There are high aspirations and expectations, shared by all staff, the young person, their parents/carers and other stakeholders
- The curriculum is flexible, creative and enables personalisation to ensure that all young people within 6<sup>th</sup> Form at Ingfield Manor are prepared for adulthood and equipped with the necessary skills for transition to other settings beyond IMS i.e. further educational provision.
- All students have the opportunity to achieve relevant qualifications.

### **2. Structure of 6<sup>th</sup> Form at Ingfield Manor**

The Ingfield Manor 6<sup>th</sup> Form provision is a non-maintained provision for young people from Year 12 to Year 14 (16 – 19 years old).

Students within 6<sup>th</sup> Form tutor together, although have some lessons with other students from the secondary department with similar needs. This ensures that

teaching is focusing on the skills and knowledge needed by the students to enable them to become more independent, prepare them to move on to their next provision and transition into adulthood. This includes following an appropriate programme of career education, information, advice and guidance (CEIAG) and work-related learning.

Teaching in 6<sup>th</sup> Form focuses on using the skills the students have learned throughout their schooling for functional purposes, as well as developing them as an individual and ensuring they are fully informed of their rights and the opportunities available to them as they move into adulthood. Clearly embedded within the practice and philosophy of Conductive Education, the 6<sup>th</sup> Form embraces a specialist, relevant and holistic approach which encourages problem solving and independence.

All students have the opportunity to study in an alternative establishment to broaden their experiences and support their transition to a post 19 provision. All students also have the opportunity to develop and use their skills in the local community. Where appropriate, students can undertake work experience.

### **3. Curriculum**

The 6<sup>th</sup> Form curriculum is embedded within a Conductive Education framework (focusing on problem solving and independence) with fully integrated teaching and therapy. The curriculum is created bearing in mind the PfA outcomes of employment, health, independent living and community inclusion (incl friends and relationships). It aims to raise aspirations and expectations and encourage young people to think about what their future might look like.

The 6<sup>th</sup> Form curriculum uses person-centered approaches to identify what is important to the individuals and involves and engages them in planning for their future. All young people within 6<sup>th</sup> Form are involved in decision making and encouraged to have high aspirations. The curriculum is focused on enabling them to develop the skills and knowledge necessary to reach these ambitious aspirations, supporting as independent a life as possible.

The curriculum is designed to recognise the importance of students having the means to communicate their wants, needs and to be able to direct adults in their care. Also, to develop safe, respectful relationships, as well as ensuring that they are able to be actively involved in all decision making now and in the future.

The curriculum promotes a focus on skills that are transferable to the real world and allows for the development of imaginative yet achievable ways to aid each young person's progress. It uses creative approaches to embed relevant activities in the curriculum and in everyday activities outside of the classroom. Students are encouraged to be active learners, to investigate and explore, as

well as supported to have the confidence to 'have a go', as this is the way that the deepest learning occurs. Activities are provided to develop critical thinking skills and to enable students to reflect on their own learning, as well as support the transition to post 19 and adulthood.

In addition to embedding the progression of students social, moral, spiritual and cultural development, activities throughout the curriculum provide opportunities for all young people to learn about the importance of rules/laws and how these are upheld throughout society.

Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. The indoor and outdoor learning environments are structured to facilitate active learning and offer a variety of learning experiences. The use of the sensory room provides additional opportunities for sensory based activities.

The curriculum is delivered through a weekly timetable of activities, which is personalised and includes:

### Motor Learning

The daily routine in 6<sup>th</sup> Form starts with a motor learning programme which enables the pupils to gain independence through the completion of a series of physical tasks. The tasks increase in complexity throughout the programme and are differentiated according to the needs of the group and the individual. Within this programme, as with all sessions, the development of the young person is at the forefront. The skills learnt during this programme are then put into practice throughout the student's day, in different contexts. Motor learning is an integral part of the entire day.

### Communication

Within 6<sup>th</sup> Form at Ingfield, we use a 'total communication' approach involving the use of speech/ vocalisation, signing, gesture, symbols, low- and high-tech communication aids. The development of the young people's communication skills is integral to the daily teaching routine, and where appropriate, students access dedicated Augmentative and Alternative Communication lessons (AAC). These lessons provide the students with the opportunity to develop their skills in supplementing or replacing the spoken and written word through both high and low-tech devices. These students use Ingfield Dynamic Vocabulary and Vocabulary for Life on their Voice Output Communication Aid (VOCA), the grids for which are duplicated in their communication books. The school's transdisciplinary approach results in the speech and language therapist working with the teacher, occupational therapist and IT technology specialist to plan access and strategies to support progress for the individual students.

All students using AAC work towards the City and Guilds accredited qualification, which recognises their achievement with augmentative and alternative communication.

Students have the option of a timetabled 'chat session' with an adult of their choosing, to enable them to communicate about issues they wish to discuss in a relaxed environment, so they feel valued, that their opinions matter and they have 'a voice'.

All students using a high tech AAC device will also have a dedicated 'Accessible ICT' lesson, during which the AAC specialist teacher, IT technologist specialist and therapists will collaborate to support the student to develop their access to this device, as well as to learn how to navigate around it for a range of activities, including listening to music, accessing social media and recording their work. Through these lessons, students will work towards Open Awards Accessible ICT programme, and the improved access will support students to access environmental controls and, for some, powered mobility.

### Mathematics

Maths teaching is planned and delivered to enable students to develop and use their numeracy skills in functional contexts. Maths is taught using a range of age appropriate, multi-sensory approaches and resources devised to meet the individual's needs to enable them to make progress. Development in number, money, measurement, and time will be the key areas of focus, but students will also be supported to develop their awareness of shape and space. Students will be supported to use their numeracy skills to solve problems.

Students within 6<sup>th</sup> Form will continue to work towards relevant accreditations such as Edexcel Entry Level Certificate or Edexcel GCSE.

### English

All students access English lessons to develop reading, writing and communication skills. Lessons are planned to develop the functionality of these skills, as well as encourage creativity and critical thinking. Students will have access to a range of different texts and multi-sensory resources, and be supported to develop their decoding and comprehension skills. Focus will be paid to enable students to recognise the difference between fact and opinion and when bias is being applied. They will also be supported to record their thoughts and ideas in the relevant format.

Students within 6<sup>th</sup> Form will continue to work towards relevant accreditation such as WJEC Additional English Entry Pathways or WJEC English Language GCSE.

## Information and Communication Technology

Those not using high tech AAC will be taught how to use a range of ICT for a variety of purposes, based upon their individual preferences. These include digital photography, film making, use of Microsoft Office applications, social media and the internet.

All students will be taught how to keep themselves safe online.

Students may work towards WJEC ICT Users Entry Pathway.

## PSHE

Students are supported to develop their personal and social skills, as well as be aware of how to keep themselves healthy through PSHE lessons. This includes sex and relationship education (including how to stay safe), learning about their rights and the opportunities available to them as they move into adulthood.

## Independence

Young people in 6<sup>th</sup> Form are provided with support and guidance on how to be as independent as possible. This includes providing knowledge about different living options, use of personal budgets and options for post 19 education. We also ensure that they are given the knowledge and skills to enable them to live as independently as possible, including personal care needs, keeping a home, skills for the workplace and how to form relationships and thrive.

Students will work towards WJEC Personal and Social Development Entry Pathway.

## World Around Us

The young people in 6<sup>th</sup> Form are encouraged to become engaged in the world in which they live, both through activities in the local community and by learning about the way that others live, how the past influences us and about the world in which we live. Through these lessons they will work toward WJEC Humanities Entry Pathways.

## Community

These sessions enable students to work on their individual aims and goals, which may include power chair driving, directing others, learning about the community, developing physical skills etc. Within these sessions, students are generally involved in the whole process of each activity so work on planning and problem-solving abilities as well as their execution skills.

## Personal Progress

Some of our students require a sensory approach to their learning. They develop literacy and numeracy skills, whilst developing increased levels of engagement. Through a topic-based approach, students can make positive steps towards becoming intentional in their communication and thinking skills, such as beginning to demonstrate preferences, making choices, and having an impact on their world. They will also have opportunities to develop their sensory and exploratory skills, at varying levels from supported participation to applying their skills, knowledge and understanding to a range of familiar experiences.

Students will work towards WJEC Personal Progress qualification.

### **4. Recording and Reporting Progress**

The majority of students joining 6<sup>th</sup> Form within Ingfield Manor have transitioned from the Key Stage 4 provision and therefore their previous attainment is used to set their goals for progress throughout 6<sup>th</sup> Form, in consultation with the young people. However, if students do join Ingfield Manor in 6<sup>th</sup> Form, an initial baseline assessment is carried out by the transdisciplinary team within the first half term and this information is used to set the targets for 6<sup>th</sup> Form. All target setting within 6<sup>th</sup> Form at Ingfield Manor takes an ipsative approach: goals are based on an individual's previous achievement, rather than set against external criteria or standards. The rationale for this is that it ensures assessment is personalised, based on individual's needs and abilities and as a result it helps develop self-esteem.

Annual targets are set, in conjunction with the annual review process, based on the long-term outcomes for each individual, as detailed in their EHCP. These annual targets are broken down into termly objectives, which are set and evaluated by the transdisciplinary team, together with the young person. Each young person is actively involved in the setting and monitoring of these targets.

Students are assessed using their personal learning goals, which are termly objectives, in cognition and learning, communication, sensory and physical skills and social, emotional and mental health. Their progress towards these goals is recorded and tracked using Evidence for Learning. Additionally, students are assessed through the qualifications and programmes of study.

In each lesson, the teacher or therapist sets targets to support progress towards the longer-term goals. These lesson targets are shared at the beginning of the lesson and evaluated by the student and teacher/team member at the end of the lesson. This formative assessment is used to inform planning for the next lesson and ensures that the young person is at the middle of all planning and assessment.

Evidence of achievement is through the lesson proforma, photographs, witness statements and student's work, which is recorded using Evidence for Learning.

Achievement is tracked through the completion of the individual students personal learning goals on Evidence for Learning, as well as through the annual review process.

Achievement is shared with parents throughout the year, but formally at termly parent's evenings and at the student's annual review.

For functional based targets ie. 'independence with power chair driving' the Canadian Occupational Performance Measure (COPM) can be used. This is an individualised measure that is designed to detect change of a student's self-perception of their own performance.

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## **5. Partnership with Parents and Carers**

A strong home-school partnership is fostered with parents and carers. Communication between home and school is highly valued and happens through the home school-book (daily for those who do not stay in our residential provision), letters, telephone calls and emails, as well as face to face. Parents are encouraged to be actively involved in their child's learning and information is sent home each term about what each young person is going to be learning term.

Parents meetings happen routinely each term but face to face meetings can be hosted at any other times throughout the academic year.

We encourage visits from external professionals involved in the student's care, particularly through the transition stage. We also foster relationships with further educational providers to enable us to provide as much information for and on behalf of students and their families for when students leave IMS.

Parents/carers are also encouraged to support their young person continue to develop their communication and physical skills outside of school, as Conductive Education is most effective when what is learnt at school is applied at home and vice versa. Equipment can be borrowed from school as needed.

Next review due by: February 2026