

'Where a love of learning grows'



Birch Wood
School



Birch Wood
Vale School

Welcome to Birch Wood School

Key Stage 4

4T - Curriculum Offer

Where a love of learning grows

Birch Wood Key Stage 4 - 4T Guide

In 4T students will begin their Preparation for Adulthood programmes by completing ASDAN Transition Challenge. ASDAN is a nationally-recognised education charity and awarding organisation whose curriculum programmes and qualifications help young people develop knowledge and skills for learning, work and life. ASDAN programmes and qualifications are widely recognised by educators for providing an engaging curriculum that empowers students through personalised learning and choice. Our courses motivate and enhance learners' confidence, self-esteem and resilience. In addition, learners develop core skills in teamwork, communication, problem solving, research and self-management.

Preparing for Adulthood Programmes are in place that have been developed for learners with a range of special educational needs and disabilities (SEND). This range of certificated programmes provides a real-life context to reward achievement and foster the personal, social and work-related abilities of all learners. Transition Challenge offers a learner-centred, activity-based curriculum that can be undertaken with as much support as necessary. It has been developed for learners aged 14–16 with SEND.

There are two levels available:

Sensory: this programme offers a developmental perspective for learners with PMLD and rewards very small steps of learning and achievement

Introduction and Progression: the activities in this programme cover the statutory programmes of study for the Key Stage 4 National Curriculum, along with activities to develop the skills required for adult living

There are four modules in the Sensory book: Communication and Interaction, Cognition, Physical, and Self-help and Independence. Learners must complete at least five activities to achieve each module. Each module is made up of 9 units which can be completed over a few days or a few months, according to the needs of the student. The activities can be 'stand-alone' or part of an integrated lesson. At Birch Wood, we encourage students to develop experiences and learning within all 9 units of each module. Their work is recorded using photos and worksheets and filed in specific ASDAN folders.

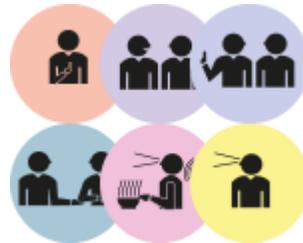
There are five modules in the Introduction and Progression book: Knowing How, Making Choices, Feeling Good, Moving Forward and Taking the Lead. Learners must complete at least nine units to achieve each module. Some units correspond to National Curriculum subjects – English, Mathematics, Science, Design Technology, Modern Foreign Languages, ICT, Religious Education, Citizenship, Expressive Arts, History and Geography. However, as this is preparation for adulthood, further units are included to support the personal and social development of the students – Community, Family and Home, Recreation, Sport and Leisure, Work Related learning, On-line Safety and Sex and Relationships. Students are expected to complete one module each term and are encouraged to join in activities within all 18 units, personal timetables permitting. Students are encouraged to record their own achievements through worksheets and photographs. Students are involved in the assessment of their own work.

The students in Key Stage 4 are nearing adulthood and are encouraged to see themselves as young people, rather than children. We treat our students with respect and we listen to them and support them to make informed choices for themselves. Interaction and communication are key to every activity and we aim to involve our students through practical activities, real-life experiences and lots of fun and humour.

Alongside ASDAN, students continue to develop their literacy and mathematical skills. In literacy, they are encouraged to read for pleasure on a daily basis and enjoy visits to the library to develop their reading skills in the community. In lessons, they are given opportunities to develop speaking and listening skills through discussion and role play, as well as comprehension and writing skills. Students with additional sensory needs are given a voice through the use of symbols, visual aids and talkers and helped to make sense of the world through multi-sensory activities. In Mathematics, the students concentrate on real-life numeracy, with special emphasis on money and time. This is reinforced through cooking and visits to local supermarkets and cafes. Students with additional needs work on understanding and controlling their environment, including operating switches and refining their fine motor skills. Students with more complex and profound needs continue to have access to all the therapies we can offer in school such as write dance, Tacpac, Eye-gaze, body awareness, hydrotherapy pool and rebound therapy.

Levels of support are used to show how the learner has achieved the activity. They show individual progression and differentiation between learners:

- Experience recorded
- Gestural help
- No help
- Physical help
- Sensory experience
- Spoken/signing help



An education at Birch Wood School

ENABLES

Empowering students for independent lives

Nurture

Aspire & Achieve

Belonging

Love of learning grows

Engagement and interaction

Safe and happy

KS4 Curriculum – 4T

| | |  Morning | | |  Afternoon | | |
|--|--------------------------|---|-------|----------------------------|---|-----------------------------|---------------|
|  Monday  Tuesday  Wednesday  Thursday  Friday | Reading | Community visits | | | Lunch time | PE/ ASDAN Sport and Leisure | Communication |
| | | ASDAN Sensory | | | | | |
| | Reading | Literacy | Maths | MFL/RE | Lunchtime | Art and DT | Communication |
| | Reading | Literacy | Maths | SRE/ English / Community | Lunch time | Computing and Online Safety | Assembly |
| | Reading | Literacy | Maths | SRE/ Literacy/ Citizenship | Lunch time | Science | Topic |
| Reading | Literacy/ Maths/ History | Sport and Leisure | | Lunch time | Work Related Learning | | |

Additional activities, therapies and support.

Individualised programmes for postural management

Incorporating Physiotherapy and Occupational therapy advice as appropriate

Total communication

Including AAC devices, Makaton, body signing, objects of reference, photographs and symbols.

Speech and Language sessions

Multi-sensory curriculum

Incorporating advice from the Hearing Impairment and Visual Impairment services

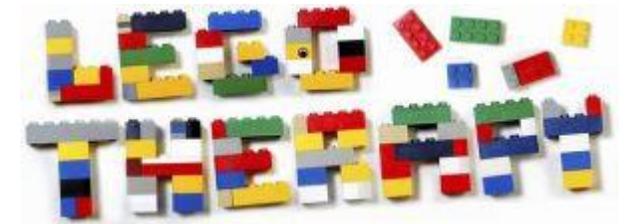
- ***Behaviour support***
- ***Preparation for adulthood***
- ***Sensory integration activities***

Support for Students with Autistic Spectrum Condition

| | |
|-----------------------------|---|
| TEACCH approach: | Structured teaching including physical organisation, daily schedule and work system as appropriate. |
| Visually structured tasks | e.g. objects, photographs and symbols |
| Social Interaction | e.g. turn taking, joint attention, collaboration and sharing |
| Autism Friendly Environment | e.g. Visual timetables, distraction free environment, communication aids readily available |

Additional activities, therapies and support

- Multisensory room activities
- Community visits and off-site activities
- Soft play
- Play Therapy
- Lego Therapy
- Pet Therapy
- Music Therapy
- Communication Support
- Hydro Therapy Pool



Key People

- **Head Teacher** – Rosalind Hopkins
- **Deputy Head**- Tom Smith
- **Assistant Head**- Amy Dunstan
- **Assistant Head**- Tom Bradley-Hewell
- **Assistant Head**- Claire Wood
- **School Business Manager** – Renee Downing
- **Learning Mentor**- Lucy Robson
- **Family Support Link Worker**- Sarah Aldridge
- **Health and Wellbeing Officer** - Alison Kowal
- **School Nurse** - Jacqui Warrington
- **Educational Psychologist**- Willem Van Royen
- **Communication Lead** – Sarah Wilson
- **Lou Bedder** - Office Manager and PA to Head Teacher