

The Bardwell School Curriculum Framework



The Lodge Curriculum

Introduction:

The Lodge is a distinct part of Bardwell School providing education for our oldest students. As students get older, their learning needs change and students move from the pre-16 Bardwell Curriculum to this post-16 model. Although we share the same values and aims as the main school, our focus is on application of acquired skills and equipping students with the skills they will need in their adult life.

At Bardwell School, we believe that it is important to support students from the earliest stage in developing their skills, so they can leave as young adults with as much independence as possible. Community involvement is central to the curriculum and many of our lessons are based offsite to support students in generalising the skills they're developing, within the context of the local community facilities.

This purpose of this document is to outline the curriculum for learning in *The Lodge* for staff, parents, carers and other professionals. It starts by outlining our values and the structure of our curriculum, then moves on to outline the core aims of each subject, subject content and how we balance the timetable in our post-16 provision.

Bardwell values

Bardwell has a very strong set of core values. In *The Lodge*, these values are central to the curriculum that we deliver. Here you can see these values and some additional information about what these looks like in *The Lodge*.

We believe that our students learn best when lessons are based on their interests, strengths and abilities are delivered in a positive, stimulating and challenging environment.

Therefore we:

- *plan and deliver teaching and learning that inspires our students*
- *set targets tailored to each individual*
- *reflect on our methods and approaches to ensure we always provide the highest quality education*

Bardwell Values in The Lodge

- Lessons are planned to be age appropriate
- There is a focus on preparing students for adulthood
- Significant part of the curriculum is delivered offsite
- Every student has an individualised target sheet
- All staff are aware of individuals strengths and targets

We believe that our students are unique individuals whose qualities, personalities and achievements will be celebrated.

Therefore we:

- *celebrate their personal qualities and attributes*
- *encourage students to express themselves*
- *share achievements with their peers and the wider school community.*

Bardwell Values in The Lodge

- encouraging self-advocacy and self-awareness
- focus on exploring future options
- encourage students to develop hobbies and interests
- focus on developing communication skills to allow self-expression
- share students' achievements with them and their support network
- focus on making our students abilities known within the local community
- encouraging active participation in community life to raise their profile e.g. amongst employers, local community facilities, public transport providers

We believe our students achieve best when families and the school work in partnership.

Therefore we:

- *maintain open and honest communication with parents and carers*
- *encourage frequency of contact with parents via parents evening, school events, email, phone calls and Multi Me*
- *work with students and their families to set meaningful outcomes that impact their lives in positive ways*

Bardwell Values in The Lodge

- encourage students to communicate their success with families where appropriate
- share photographs and videos of success with families/other people in the community
- work alongside the student and family to prepare students for adulthood
- focus on key skills that will support students outside of school
- create opportunities to develop student independence

We believe that all of our students should be valued members of their communities and play active roles within them.

Therefore we:

- *seek meaningful opportunities for our students to participate in their communities*
- *promote the strengths and abilities of our students in the local community and beyond*
- *organise opportunities that enable our students to share their talents and skills*

Bardwell Values in The Lodge

- a significant proportion of learning delivered within the local community
- provide frequent access to the local community services
- work with local companies and employers to provide a range of extra-curricular opportunities for students and to promote their abilities
- provide opportunities for our students to advocate from themselves in the community

We believe that our students should be encouraged and supported to achieve their full potential and to be as independent as possible.

Therefore we:

- *structure learning to enable achievement with carefully considered levels of support*
- *plan to decrease support at an appropriate rate in order to develop autonomy*
- *support students to reflect on their learning*

Bardwell Values in The Lodge

- encourage students to identify their own strengths and know their own targets
- delivering learning opportunities in a range of context to enable students to generalise their skills
- assessment system to evaluate how independently a student completes a task and a focus on increasing this independence
- drive to prepare students for adulthood

We believe all students should have equal and inclusive opportunities where their learning is tailored to individual needs.

Therefore we:

- *identify small steps to success for all students*
- *understand the importance of repeating and consolidating learning*
- *build whole class inclusion links with mainstream partners*

Bardwell Values in The Lodge

- individual targets in place for students, tailored to individual need
- opportunities to repeat learning opportunities and consolidate skills in a range of context
- links with the local community to support access to mainstream life

We believe that friendships and relationships are central to happiness.

Therefore we:

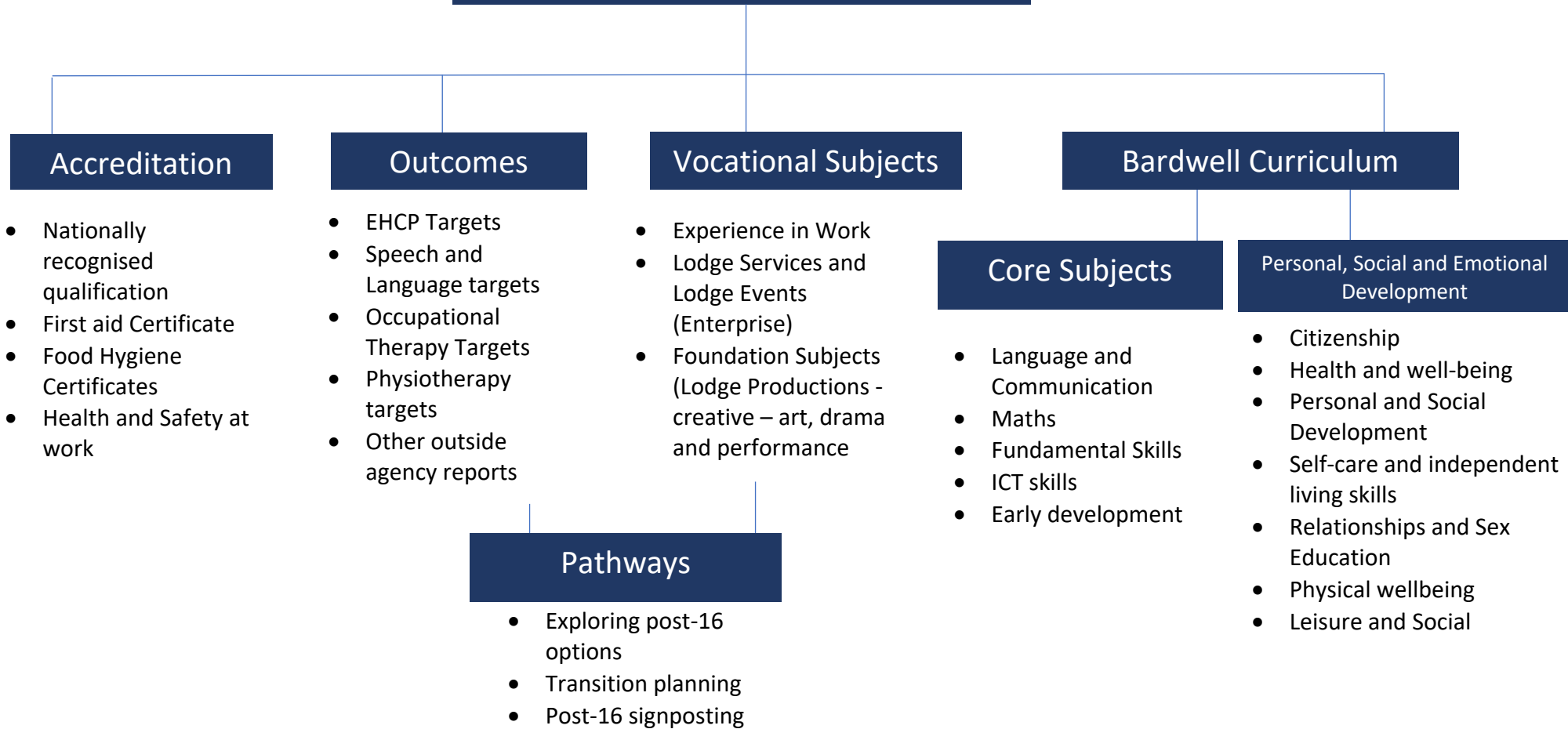
- *support students to develop positive relationships with their peers and members of staff*
- *provide inclusive learning experiences*

- *provide stimulating shared play and social experiences for our students*

Bardwell Values in The Lodge

- we build time into the day to allow students to socialise with their peers and staff
- range of age appropriate social activities available for students to access – both structured (e.g. lessons) and unstructured (e.g. in free time)
- all students have equal access to offsite learning

The Lodge Curriculum



The Lodge Curriculum – Core Aims and Subject Contents

Under this section, the Core Aims of each curriculum area is expanded and details about the content covered within these subject areas is expanded. Case studies are used to illustrate what these lessons might look for different students. *Please also see the main Bardwell Curriculum for in-depth information about the subject areas.*

Vocational Subjects

Within *The Lodge*, we offer a range of vocational subjects. As part of this, students have the opportunity to engage in *Experience in Work* placements, run our own enterprise projects and participate in a range of foundation subjects. These include art, drama and performance.

Aim:

- Support students in making informed choices about their adult life
- Encourage students to identify the skills and knowledge that they need in a range of work roles and to gain experience of real work environments
- Students to be given the opportunity to apply the skills they possess in a range of settings and contexts.
- Encourage students to develop interests beyond those in the curriculum.

Experience in work

The opportunity to apply and develop skills within a workplace is facilitated in *The Lodge* through a mixture of regular off-site '*experience in work*' and through exploration of the world of work through structured lessons, taught from school. This gives students the opportunities to develop and apply key skills they've already acquired in a range of settings, as well as preparing them for life beyond school.

Students have access to a wide range of *experience in work* opportunities. This includes (but is not limited to) the following:

- regular off-site experiences where students will stay at the same placement for the duration of a term, revisiting the placement at the same time each week. This gives them the opportunity to become familiar with the work placement and tasks that are presented to them. This allows students to develop their confidence and consolidate learning. Support staff are used to facilitate these experiences with the aim of promoting greater independence across the duration of the experience.
- Regular off-site experiences in work that run the same way as above, but the student attends independently. This may also include getting themselves to and from the placement independently and managing their own time (e.g. deciding an appropriate time to leave to get there on time). Some students achieve this after receiving regular support from a member of staff, this support is slowly withdrawn, increasing student independence.
- It may be appropriate for some students to take part in block placements. This involves visiting an employer for a number of days or weeks at a time, facilitating a

greater understanding of full-time work and supporting the transition between school life and working life in adulthood.

Through these experiences, students develop skills necessary to operate in a work place e.g. appropriate dress, time keeping, social interactions at work. For some of our students, the focus of *experience in work* is to develop their key skills and generalise them a range of settings. Other students will be learning about their options for paid employment and preparing themselves to transition to paid employment after leaving Bardwell. Below are some examples of placements that our students have been involved in, they illustrate a few examples of the benefits these placements can provide to students of varying needs:

Hospitality work experience

Two students attended a local hotel and restaurant every week for 2 hours over a 13 week period. Each week students were given tasks to do by the employer, including tasks such as cleaning, serving customers and organising stock.

Through this placement, one of these students was focusing on developing his communication, listening and functional fundamental skills (such as remembering items he had been asked to collect). The main aim of his experience in work was to enhance and develop his skills in a new setting. He had the opportunity to interact with new people and had to apply a number of his key skills to ensure he understood and carried out the tasks requested of him. A member of Bardwell staff supported him throughout the placement to achieve these aims by giving him verbal prompting.

The other student, worked without the member of staff's support. They focused on developing their communication with unfamiliar adults, using clear and full sentences and receiving instructions on their own. They also managed their time independently, quality controlled their work and managing their own appearance whilst at the placement.

Both students made progress with their independence and communication skills through these placements but were working on individualised targets that met their individual needs.

Warehouse experience

Each week, students attended a local warehouse and completed a number of tasks alongside the regular warehouse team. The staff at the warehouse structured learning for the students by giving them jobs to do, initially these tasks were design to be simple to complete, such as removing tissue from shoes that had just arrived in the warehouse.

Once the students became confident at a task, they were presented with more complex tasks. This was individualised for each student that attended based on their progress. This placement provided students with the opportunity to use various ICT within the business such as scanners and computers, relocate stock around the warehouse (e.g. organise the size and make of the shoes, using their maths skills to support them). Through this placement, students developed their understanding of appropriate dress in a workplace (warehouse), key communication skills and an understanding of appropriate behaviour in a workplace.

Supermarket

One student attended a work placement for a period of 3 years, which helped to secure paid employment for him. This was at a local supermarket. At the beginning of his time in *The Lodge*, he attended the supermarket with support from a TA. Initially, he was driving to and from the placement and completed 3 hours a day with TA support. Over time, the

period of time that he stayed at the placement was increased until he completed a full school day there. The level of support that he was given by the school was also reduced as he became more confident. The member of staff moved from providing support to shadowing, to observing from a distance and eventually withdraw all support whilst on the business premises. Travel training was also an important part of this experience. The member of staff helped to increase his independence by dropping him further away from the store and observing him from afar, over time, he learned the route from school to the placement and learned to completed this independently. Some additional support was then put in place to teach him how to get from the placement to his home address. At this point, he completed the placement independently. Due to his experience and confidence in the role at the supermarket, he was offered a 16 hour, paid contract with the company.

In line with our experience in work programme, all students have access to the labour market, encounters with employers and other employees, experience of a range of workplaces and personal guidance to support them. In addition, all students are encouraged to explore other options, such as further education, such as college. All this information is signposted to students in a range of lessons and through accessing careers information events.

Lodge Services and Enterprise

As well as opportunities to access work experience offsite, we also offer a range of onsite experiences that link to the world of work. This includes enterprise projects where students do a variety of tasks with the aim of making money and *Lodge Services* where students offer services to the school community. Previous examples of this included cooking enterprise projects, photography services, Christmas enterprise and organising charity events e.g. raffles. Through these projects, students develop a range of key skills including communication, maths, fundamental skills and ICT.

Foundation Subjects

Lodge students have access to music, art, drama and performance as part of *The Lodge* curriculum. Students are encouraged to develop these in a range of practical real-life settings and through the cross-curricular learning. These subjects are extended in *The Lodge* to focus on broader awareness of the arts. Students will participate in age appropriate projects which develops their understanding and skills. This could include creating music videos and film making (Christmas production every year). As well as looking at different forms of media (news, newspaper, magazines, films, Podcasts, etc.) and creating art for a purpose (e.g. to put on display in a public place). Students will take part in a range of off-site learning opportunities linked to this e.g. visits to local art galleries, seeing performances/shows, etc. Below is an outline of what is covered within these subjects. For additional information, please see *Creative and Expressive* within *The Bardwell Curriculum*.

Art

- Creating their own work
- Exploring the visual and tactile elements of art
- Key techniques e.g. drawing, painting, printing, photography, collage, sculpture
- Art based around the work of a specific artist/culture – following a key style/technique

Music

- Musical appreciation
- Music as a hobby/source of enjoyment – choices/preferences
- Listening skills
- Music from different times, places and cultures
- Composing music
- Performing music

Drama and Performance

- Developing drama skills
- Drama games
- Improvisation
- Role play
- Performance drama

Pathways

In order to develop awareness of post-19 options and facilitate transition to adulthood, *The Lodge* students access a range of learning opportunities entitled 'Pathways'. Individual students have different next steps and require different levels of support when leaving full time education. Information collected from students, their EHCP plans, parents' meetings, EHCP meetings, prior assessments and information from people at their next destination (e.g. care providers, college teachers, employers) all inform the support that is put in place for individual students.

Aims

- To develop student awareness of post-19 options
- Support students in making informed decisions about their lives
- To facilitate transition between Bardwell School and their next step
- Prepare the wider network around students for the transition (e.g. family, careers, social workers, etc.)
- Provide opportunities for students to encounter employers and employees from a range of companies
- Provide experience of workplaces and further education options
- Link curriculum learning to careers
- Provide individual support and guidance to students

Structured lessons within *The Lodge* encourage students to think about their future transition into adulthood. These lessons are built around acquiring the necessary skills to live as independently as possible in adulthood, as well as making informed choices about the future. We recognise that our students will all have different pathways once leaving Bardwell and we provide opportunities for students to explore these options.

Common pathways for our students include:

- Further education – college and residential colleges
- Supported living – residential care settings, semi-independent living
- Independent living
- Employment – supported employment, voluntary employment, paid employment, supported internships, apprenticeships, supported apprenticeships
- Use of care services – day care settings

From the time students enter *The Lodge*, there is a focus on raising awareness of their options once they complete their time in compulsory education. The Pathways part of our curriculum is focused on developing students' awareness of their choices and moving on to their next steps. This includes giving students a taster of the common pathways listed above. Where appropriate, students are given the opportunity to work alongside employers either through experience in work (see above) or through structured learning opportunities (e.g. visiting local employers, exploring what jobs are available in the local area, observing different settings and what roles people fill in those settings, etc.). They also have access to further education options in the same way (e.g. visits to local colleges, college course leaders coming into school, taster sessions, etc.).

In order to support students and their wider network (e.g. their families) to understand the options, we also work closely with local colleges, care providers and employers to signpost post-19 options. This includes hosting a biannual post-19 signposting events, where local providers are all invited to share information with students and their wider support network.

Once students and their families have made a choice on their next destination, a range of support is put in place to facilitate a smooth transition between settings. The support that we provide is offered on an individual basis, catered to the individual student's circumstances. For many students, regular visits to their next destination are very important at this stage of transition. Visits from key workers at the new setting (e.g. employers, new teachers, careers) to see students at Bardwell can also be helpful. Staff from Bardwell can facilitate the sharing of key information between the settings too. For others there are a number of tasks they need to complete to move on e.g. completing a CV to get a job, practicing interview questions or filling in application forms, which we support as part of their transition.

Outcomes

When planning students learning objectives and opportunities in *The Lodge*, a variety of information about the student is taken into account. This includes targets from EHCP plans and targets set by; speech and language therapists; occupational therapists; the physiotherapy team and other outside agencies. This allows us to adapt the learning and opportunities that we deliver to individual need. In *The Lodge* we aim to support students in achieving these targets in a practical context. Here are details of key information we consider when planning learning opportunities for students:

EHCP Outcomes

All students at Bardwell School have a set of targets on the Education, Health and Care Plan (EHCP) which have been agreed by the support network around them (e.g. parents, careers, teachers).

Speech and Language Targets

Speech and Language targets are devised by the speech and language team for individual students. The speech and language therapist train Bardwell staff in strategies to support language development for individual students and we integrate this into the provision we offer daily. The support they provide relates to listening, signing, communication devices, talking, eating and drinking.

Occupational Therapy (OT)

Occupational therapy support with making adaptations to the environment to make tasks accessible for our students. They provide support with fine motor and writing skills; dressing, chairs and eating. They work closely alongside the physiotherapy team and recommending specialist equipment (e.g. wheelchairs). They provide different support depending on student need. *The Lodge* implements the advice given by the OT team across learning experiences.

Physiotherapy

The physiotherapy team provides advice and support around student's physical development, specifically related to PE, moving, walking and games. They produce physio plans for those that need additional support. *The Lodge* allocates time for students to work on these targets (e.g. physio swim times, daily physio stretches, etc.), as well as integrating the targets into daily planning to allow students to maximise their progress with this.

Other outside agency reports

Some students have additional outside agencies supporting them (e.g. the visual impairment team, hearing impairment team, social workers, etc.). The information provided by these teams is also planned into individual students targets and integrated into daily learning opportunities.

Personal, Social and Emotional Development

The Lodge uses the Bardwell PSHE curriculum to inform what we deliver within our personal, social and emotional development lessons (please see *Bardwell PSHE Curriculum* for more information). We focus on teaching students practical and age appropriate skills within this which will best prepare them for their adult life. We have an added focus on teaching domestic life skills at this stage of a student's education. These skills are taught through structured lessons and embedded into the daily routines (e.g. students taking responsibility for jobs such as washing, bins, hoovering, etc.).

Aim:

- Recognise and respect their own and other's rights and responsibilities.
- Make a positive contribution to society.
- Learn how to live safe, healthy and fulfilled lives.
- Develop the knowledge and skills required to play an effective role in public and private life.

Below is a list of key topics covered as part of our Personal, Social and Emotional development within *The Lodge*:

Citizenship

- Rights and responsibilities
- Democracy e.g. voting, political awareness
- Justice
- Diversity
- Being a good citizen
- Consumer rights

Physical, Health and well-being

- Healthy eating
- Healthy lifestyles
- Physical activity
- Using community resources e.g. gym, swimming pool, parks, outdoor gyms
- Hygiene – personal hygiene, food hygiene, hygiene of belongings and clothes
- Safety and risks
- Alcohol and drug awareness

Personal and social development - Relationship and sex education

- Interpersonal skills
- Friendships
- Sexual relationships
- Risks
- Social interactions
- Social media
- Saying 'no'

- Stranger danger/safe adults

Self-care and independent living skills

- Domestic tasks e.g. cooking, cleaning, looking after the home
- Shopping
- Travel training e.g. using public transport, getting around the local area safely, navigation
- Accessing local facilities e.g. banks, libraries, post-offices, store, etc.
- Safety in the home e.g. kitchen safety, electrical safety, fire safety
- Safety when out and about

Leisure and social

- Developing hobbies and interests (Masterclass)
- Accessing local leisure facilities
- Expanding the range of activities that they enjoy
- Self-awareness – what they do and do not enjoy

Bardwell Curriculum

Core Subjects

Within *The Lodge*, we teach core subjects such as communication, math's, functional fundamental skills and ICT. We follow the same curriculum and progression of skills within these Core Subjects as outlined in *The Bardwell Curriculum* for the rest of the school, however, we focus on the application of these skills in a range of practical situations. All students within the Lodge have individualised communication, maths, ICT and independence skills targets which they work towards throughout their week.

Aim:

- Students to consolidate and develop their skills in a range of settings, in order to achieve a greater degree of independence.
- Apply skills functionally in the community.
- Give students access to their community resources.

The context in which we deliver learning is based around practical, real-life uses of the skills, for example we focus on the use of applied ICT in everyday life, communicating and interacting with a range of people in the community, applying communication/literacy skills to everyday life, giving and receiving key information, applying number knowledge to everyday activities, managing your own time and personal finances, etc. Here is a list of key focuses within each area of the curriculum:

Communication

- Interacting with others in a meaningful/purposeful way
- Application of communication/literacy skills to everyday contexts
- Giving/receiving information

Maths

- Managing money – value of money, shopping around for deals, internet shopping, accountancy skills, paying and getting change, do we have enough money?, contactless payments, monthly costs – fixed and variable, disposable income, withdrawing cash, using banks
- Time management – being punctual and consequences, appreciation of time, reading clocks/timers
- Measure – estimating time, measuring in a practical sense (e.g. home improvements, cooking)
- Number – real life transfer to number skills

ICT

- Gathering and sharing information e.g. search engines, social media
- ICT in the home e.g. TV's, radios, mobiles and other hand-held devices, communication devices, game technology and remote controls, cameras, calculators, memory devices
- ICT as a sharing platform and associated risks

Functional Fundamental skills

- Focus on delivering all areas of fundamental skills (learning responses, fine motor skills, short term memory, cause and effect, visual perception, auditory discrimination, categorizing and temporal sequencing) in a practical way – based around real life tasks

Early development

A number of students are still working on early development goals in *The Lodge*. These students will continue to work on the skills outlined in the *Bardwell Development tables* (see Bardwell Curriculum). The learning opportunities provided for these students will be age appropriate and delivered alongside their peers. They will be focused around the early communication, sensory development, memory, physical development, personal and social development and creative development, as outlined in *The Bardwell Curriculum*.

We focus on teaching these skills across a range of different situations to ensure that the skills students are focusing on can be generalised to a range of situations. The Lodge takes a thematic approach to teaching these subjects and achieving these targets. Below is a table that shows some examples of how each area of learning is covered within a few lessons we deliver.

<u>Context</u>	<u>Communication</u>	<u>Maths</u>	<u>ICT</u>	<u>Functional Fundamental Skills</u>	<u>PSED</u>
Event planning	Face to face/phone/ email communication to organise the event. Writing letters, completing booking forms, producing advertisements, invitations and tickets. Recording key information.	Budgeting for the event, time-management for the event e.g. what will happen and when, ticket sales, capacity for the event. Recording numbers (e.g. how many people are attending). 1:1 correspondence e.g. when organising tickets, laying tables, etc.	Using different programs such as word/PowerPoint to produce printed materials, online research, photographs of event, editing them, producing DVD's or photo booklets.	Sequencing an event, using short term memory skills – collecting items to decorate a venue, remembering key people they've spoken to. All the skills involved in decoration e.g. finer motor skills, sorting, matching.	Making choices, developing relationships with team and being supportive of each other, risk assessing situations, developing confidence and independence in completing tasks. Developing confidence to interact with wider community.
Lodgebox (selling food to staff as an enterprise idea)	Creating order forms, reading order forms, communicating with all members of the school community – to collect order, communicating with peers (team work).	Budgeting, paying for items, collecting payments, contactless payment. Managing time – using timers. Measuring accurately. 1:1 correspondence- Counting orders/items.	Creating order forms, researching ideas on search engines. Use of timers on an electric device (e.g. iPad)	Sequencing and planning what will happen, Cause and Effect - switch work (control cooking equipment), fine motor skills for cooking items. Short term memory – collecting up items you need to complete a task.	Cooking skills, shopping skills, working as a team, social etiquette in different settings and how to be a good citizen.
Enterprise–photography project	Communicating their ideas verbally, in writing or via email. Creating order forms, reading order forms, communicating with clients (students when taking the photos and parents that are buying them)	Budgeting, managing and handling money, paying money/ cheques into the bank, 1:1 correspondence, counting orders.	Use of DSLR cameras, importing and editing photos, producing order forms, researching best deals online, online orders and payment	Sequencing the activity, categorising items/people, visual discrimination.	Responsibility for the project and working as a team. Developing relationships with a wider range of people (outside their class). Developing a hobby.
Social activities in the community	Communicating needs and wants with members of the wider public e.g. buying a ticket, asking for a drink, etc. Socialising with peers e.g. having a nice time together.	Budgeting, contactless payment, paying, receiving change, directional language	Researching where to go and what to do on the internet, using google maps to navigate an area	Sequencing – what is going to happen, sequencing a familiar sequence (e.g. how to buy a bus ticket). Auditory discrimination – awareness of everyday sounds.	Using public transport, social etiquette in a variety of different settings, access to leisure and developing hobbies. How to be a good citizen.
Experience in work	Communicating with unfamiliar adults, listening to instructions, phone correspondence with employer, initiating conversations, asking questions to gain information, sharing information	1:1 correspondence, practical number work and counting, time keeping (e.g. getting to work on time, taking the correct break, leaving on time).	Use of different equipment e.g. tills, scanners, lifts	Memory/recall skills e.g. collecting items needed, remembering directions/ instructions	Knowledge of the world of work – dressing appropriately, social etiquette, how to be a good citizen. Using public transport to get there.

Assessment in the Lodge

Every student in *The Lodge* has an individual target sheet outlining the key objectives that they are working on that term. Information is collected on students prior learning, their targets (EHCP, OT, Speech and Language, Physio, etc.), as well as their likely post-19 destination information to inform these targets. As students are completing tasks, staff may collect photographic or video evidence to show how they completed the task. Each student has an assessment booklet to record their progress towards these key objectives. In the books, a comment about what students have achieved is recorded. Alongside this comment is a number which indicates the level of support the student received (see section below for additional information of levels of support). The following assessment code are used:

- X – did not complete the task
- 1 – Completed the objective with **significant** verbal and physical prompts
- 2 – Completed the objective with **some** verbal or physical prompts
- 3 – Completed the objective with **some** verbal or gestural prompts
- 4 – Completed the objective with no staff input
- 5 – Generalised the objective to more than one place

Using these assessment codes allows us to record students progress within a target, highlighting any progress with the level of independence, as well as illustrating if they can generalise the skills they've learnt to different situations. To show that they have generalised a skill, students will need to use that skill in different contexts, with different materials or in different locations. As students get more confident at generalising the skill, they become increasingly responsible for their own learning and more confident to use these skills in their lives beyond school. Recording students' achievements in this way allows us to be confident that students are moving forward with their learning and to ensures adequate levels of support throughout students learning.

Progress overtime will be reported on individually in EHCP meetings as well as through whole school data collection (see our whole school assessment policy).

Levels of support

The level of support students are given when completing tasks is carefully considered taking into account the complexity of the task, the level of risk linked to the task and prior knowledge of students skill set. Below is a table which illustrates the support we can offer to students whilst using public transport:

Task	Factors to consider	Support available
Travelling on public transport	<ul style="list-style-type: none">• Complexity of the journey• Students prior knowledge• Level of risk on the journey• Familiarity with the task	<ul style="list-style-type: none">• Staff support (with significant prompts to support with the task – see assessment table)• Staff shadowing/monitoring (visible to student)• Staff shadowing/monitoring (at a vantage point – unknown to the student).• Tracking students (remotely e.g. by phone (calls and texts), GPS)• Peer support• Independently complete the task

The same principle is applied across the curriculum to learning. Looking at students acquired knowledge, the complexity of the task they've been given, level of risk and familiarity with the task, we can make an informed judgement about the level of support we need to give students with a task.

In order to support progression, students may initially be offered support to complete an activity and once the student has demonstrated they are familiar with the task and confident, the level of support offered to them will slowly be decreased allowing for greater independence. Due to the speed in which our students learn, this will be done over a period of time as appropriate to the individual.

Accreditation

Due to our belief that the curriculum should be personalised to suit individual needs, the qualifications that we offer students are based on individual need. The student and our curriculum is central to the learning opportunities that we offer in *The Lodge*, therefore, we do not offer a one size fits all approach to accreditation.

We offer access to a range of qualifications that are valued by employers. This includes first aid certificates, health and safety in the work place and food hygiene certificates to the students that this will benefit. The qualifications that we offer are catered to individual need and based on their destination (e.g. if they are aiming for paid employment in a kitchen, food hygiene is very relevant for them).

Timetabling and monitoring:

It is important that our students have access to a range of learning experiences as part of a broad and balanced curriculum. In order to ensure students, get access to a variety of opportunities, as well as adequate opportunities to generalise the skills that they have learned, we create yearly overviews that outline what students will be learning. A range of information is collected to inform yearly overviews. This includes previous lesson planning and yearly overviews, students' individual targets and information about students' destinations following Bardwell. The information gathering process also takes into account updates from Wednesday workshops, staff meetings, annual reviews and recent training updates. When other areas of the curriculum are developed, this is done with post-16 provision in mind. Throughout the year, teaching staff continually monitor and evaluate the lessons and objectives to ensure that what is being covered is relevant for the students and meets their individual needs.

Students in *The Lodge* may have slightly differing timetables, as they are catered to their individual needs e.g. some students may have more access to work experience, others may spend more time using assistive technology. This is based on the individual students' key priorities and next destination.

In order to ensure the lessons that are being delivered are appropriate, challenging and motivating, the Senior Leadership team (SLT) monitors lesson plans, timetables and long-term plans termly. Planning is submitted, reviewed and fed back on. This process feeds into a formal whole school report that is produced to report on the quality of teaching and learning at Bardwell. A review is carried out 3 times a year in line with the school's assessment policy (please see this policy for additional information).