



**Bardwell School**  
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The **GALLERY TRUST**



A community of special schools

# The Oak Lodge Curriculum 2025

## **Introduction:**

The Oak Lodge is a distinct part of Bardwell School providing education for our oldest students. As students get older, their learning needs change and pupils 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 pupils with the skills they will need in their adult life.

At Bardwell School, we believe that it is important to support pupils 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 pupils 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 Oak 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 Oak 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 Oak Lodge*.

*We believe that our students learn best when lessons are based on their interests, strengths and abilities, and 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 Oak Lodge**

- Lessons are planned to be age appropriate
- There is a focus on preparing pupils for adulthood
- Significant part of the curriculum is delivered offsite
- Every pupil has an Lesson Objective 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 Oak Lodge

- encouraging self-advocacy and self-awareness
- focus on exploring future options
- encourage pupils to develop hobbies and interests
- focus on developing communication skills to allow self-expression
- share pupils' achievements with them and their support network
- focus on making our pupils 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 Evidence for Learning (EFL).*
- *work with students and their families to set meaningful outcomes that impact their lives in positive ways*

#### Bardwell Values in the Oak Lodge

- encourage pupils 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 pupils for adulthood
- focus on key skills that will support pupils outside of school
- create opportunities to develop pupil 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 Oak 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 pupils and to promote their abilities
- provide opportunities for our pupils 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 Oak Lodge

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

#### Bardwell Values in the Oak Lodge

- individual outcomes in place for pupils, tailored to individual need
- opportunities to repeat learning opportunities and consolidate skills in a range of context

*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 Oak Lodge

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



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# The Oak Lodge Curriculum

## Accreditation

- Nationally recognised qualification
- ASDAN- Personal Progress
  - Food Hygiene and Safety Certificate

## Outcomes

- EHCP Targets
- Progression of Skills
- Speech and Language targets
- Occupational Therapy Targets
- Physiotherapy targets
- Other outside agency reports

## Vocational Subjects (Our community & Events)

- Experience in Work
- Lodge Enterprises (TexMex Bar, Car wash, Salad Bar, Bird houses etc)
- Lodge Events (showcases, sports days, leavers party etc)

## Bardwell Curriculum

### Core Subjects

- Communication
- Maths
- Functional Fundamental Skills
- ICT skills
- Early development
- Creative & Expressive- Art & Music
- Sport

### Personal, Social and Emotional Development (Life Skills)

- Citizenship
- Health and well-being
- Personal and Social Development
- Self-care and independent living skills
- Relationships and Sex Education
- Physical wellbeing
- Leisure and Social

### Pathways

- Exploring post-16 options
- Transition planning
- Post-16 signposting
- Collage Visits

## The Oak 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 pupils. *Please also see the main Bardwell Curriculum for in-depth information about the subject areas.*

### Accreditations

#### Accreditation

Due to our belief that the curriculum should be personalised to suit individual needs, the qualifications that we offer pupils are based on individual need. The pupil and our curriculum is central to the learning opportunities that we offer in *The Oak 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 ASDAN Personal Progress, first aid certificates, health and safety in the workplace and food hygiene certificates to the pupils 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).

#### ASDAN Personal Progress

Within *the Oak Lodge* we offer all students the opportunity to work towards an ASDAN qualification in Personal Progress. This qualification framework is specifically designed for learners with special educational needs and disabilities (SEND), particularly those working at Entry 1 and below. The qualification provides a structured way to develop and accredit personal, social, and independence skills through a series of practical modules and activities. Students gain formal recognition for small steps of achievement, accumulating credits to achieve different qualification levels such as an Award, Certificate, or Diploma.

#### Key Features

**Focus on Practical Skills:** Learning involves hands-on, real-life experiences such as shopping, road safety, and using community facilities, allowing for the application of skills in a meaningful context.

**Flexible Framework:** Modules can be used to build towards different levels of qualification, allowing for recognition of achievements at various stages.

**Credit-Based System:** Units of study are credit-rated, and learners accumulate credits to achieve an Award, Certificate, or Diploma.

**Formal Recognition:** Personal Progress provides formal recognition for the development of skills and knowledge within the [Regulated Qualifications Framework \(RQF\)](#).

### **How it Works**

- 1. Skills Development:** Learners engage in practical, adaptive activities to build personal, social, and life skills.
- 2. Evidence Portfolio:** Learners compile a portfolio of evidence from these activities to demonstrate their skills and understanding.
- 3. Assessment & Moderation:** The portfolio is internally assessed and verified, then externally moderated to ensure national standards are maintained.
- 4. Qualification Achieved:** Upon accumulating enough credits from the completed units, learners are awarded a qualification, which can be an Award, Certificate, or Diploma, depending on the number of credits achieved.

### **Food Safety and Hygiene Certificates**

*The Oak Lodge* students also have the opportunity to achieve a certificate in Food Safety and Hygiene. This foundation training course introduces students to the principles of food safety, focusing on personal hygiene, cleanliness, and preventing contamination.

#### **Level 1 includes:**

1. Introduction to food hygiene
2. Types of food hazards and contamination
3. Personal hygiene and responsibilities
4. Basic cleaning and disinfection
5. Safe food handling and storage practices
6. Legal responsibilities regarding food safety

### **Vocational Subjects (Our community)**

Within *The Oak Lodge*, we offer a range of vocational subjects. As part of this, pupils have the opportunity to engage in *Experience in Work* placements and run our own enterprise projects.

#### **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 work place is facilitated in *The Oak 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 pupils 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.

Pupils 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 pupils will stay at the same placement for the duration of a set period of time, 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 pupils 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 pupil 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 pupils achieve this after receiving regular support from a member of staff, this support is slowly withdrawn, increasing pupil independence.
- It may be appropriate for some pupils 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, pupils develop skills necessary to operate in a work place e.g. appropriate dress, time keeping, social interactions at work. For some of our pupils, the focus of *experience in work* is to develop their key skills and generalise them a range of settings. Other pupils 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 pupils have been involved in, they illustrate a few examples of the benefits these placements can provide to students of varying needs:

#### **Hospitality work experience (yearly)**

Each week, 6 students attend a local café for the year, where they gain hands-on experience working in both the kitchen and front-of-house roles. The primary aim of this work placement is to enhance and develop their skills in a new, real-world setting. While at the café, students have the opportunity to interact with new people and are required to apply a range of key skills to successfully complete the tasks assigned to them. In the kitchen, they prepare food and drinks, learn essential hygiene and safety procedures, and develop their communication skills and confidence. Those working front of house serve customers, improving their functional maths, communication, and customer service abilities. Throughout the placement, students are encouraged to manage their time independently, monitor the quality of their work, and take responsibility for their personal presentation. Overall, pupils made meaningful progress in their independence and communication skills, working towards individualised targets tailored to their specific needs.

Watch the students in action <https://www.youtube.com/watch?v=Jl07NtbKmlE>



### **Supermarket experience (6 weekly)**

Over a six-week period, students took part in a structured work placement at Tesco, where they explored a variety of job roles available within the company and worked alongside regular Tesco staff. The placement offered students the opportunity to experience real workplace expectations and routines, with Tesco staff supporting their learning by assigning specific tasks. Students gained hands-on experience working on the tills, which helped them develop their functional maths, communication skills, and confidence in social interactions. They also supported staff in restocking shelves and maintaining the shop floor. Throughout the placement, students enhanced their understanding of appropriate workplace dress, improved their communication abilities, and developed a clear awareness of expected behaviour in a professional environment.

### **Work experience program (60% WE timetable)**

One student at Oak Lodge participates in a unique work experience programme that mirrors an apprenticeship model, attending three different placements across the week. Each setting provides her with a broad range of skills and experiences to support her transition into adulthood. One day a week, she works independently at an early years provision, supporting young children in their learning and gaining valuable experience in childcare. On another day, she works in the kitchen of a café, where she helps prepare food orders and develops practical kitchen and food hygiene skills. Her third placement is at Blenheim Place walled garden, where she gains hands-on experience in horticulture and outdoor work. These three diverse settings offer her a wealth of knowledge and practical skills, helping to build her confidence, independence, and readiness for life beyond school.

In line with our experience in work programme, all pupils 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 pupils are encouraged to explore other options, such as further education, such as college. All this information is signposted to pupils in a range of lessons and through accessing careers information events.

### **Lodge 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 pupils do a variety of tasks with the aim of making money and *Oak Lodge services* where pupils offer services to the school community. Examples of this included cooking enterprise projects (Salad Bar and the TexMex Bar), car washing 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.

In order to develop awareness of post-19 options and facilitate transition to adulthood, *The Oak Lodge* students access a range of learning opportunities entitled 'Pathways'. Individual pupils 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 pupils in making informed decisions about their lives
- To facilitate transition between Bardwell School and their next step
- Prepare the wider network around pupils for the transition (e.g. family, careers, social workers, etc.)
- Provide opportunities for pupils 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 pupils

Structured lessons within *The Oak Lodge* encourage pupils 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 pupils will all have different pathways once leaving Bardwell and we provide opportunities for pupils to explore these options.

Common pathways for our pupils 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 pupils enter *The Oak 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 pupils' awareness of their choices and moving on to their next steps. This includes giving pupils a taster of the common pathways listed above. Where appropriate, pupils 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 pupils 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 'Meet the Colleges Information Evening', where local providers are all invited to share information with pupils and their wider support network.

Once pupils 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 pupils, 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 pupils 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.

## Personal, Social and Emotional Development

*The Oak 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 pupils 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 pupil'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 Oak 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 e.g. independent travel and using public transport.

### 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 Oak Lodge*, we teach core subjects such as communication, math's, functional fundamental skills, ICT, art, music and sports. 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 pupils within *the Oak Lodge* have individualised communication, math's, 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 pupils 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
- Using ICT to communicate e.g. emails, communication Apps etc

#### 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

### **Sport**

- Gross and Fine Motor skills development
- Fitness and Health
- Games- Bouncing, throwing, catching, travelling, passing, striking, using space, tactic and rules
- Outdoor Adventure Activities- Team building and Orienteering

### **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 pupils are still working on early development goals in *The Oak Lodge*. These pupils will continue to work on the skills outlined in the *Bardwell Development tables* (see Bardwell Curriculum). The learning opportunities provided for these pupils 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 pupils are focusing on can be generalised to a range of situations. *The Oak 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>
<b>Event planning</b>	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.
<b>TexMex Bar (selling food to staff as an enterprise idea)</b>	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, Alexa). Using interactive read aloud apps e.g. 'Seeing AI'.	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.
<b>Enterprise– Christmas Market</b>	Communicating their ideas verbally, in writing or via email. Creating order forms, reading order forms, communicating with clients (pupils 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.	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.
<b>Social activities in the community</b>	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 and to plan a journey.	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. Developing roads awareness skills.
<b>Experience in work</b>	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.

When planning pupils learning objectives and opportunities in *The Oak Lodge*, a variety of information about the pupil 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 Oak Lodge* we aim to support pupils in achieving these targets in a practical context. Here are details of key information we consider when planning learning opportunities for pupils:

### EHCP Outcomes

All pupils 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).

### Progression of Skills

The Bardwell curriculum subjects are underpinned by clearly defined progression of skills documents, so that learning is sequential over time. Teachers baseline and set appropriately challenging targets. With skilled facilitation and support, pupil's progress their skills and knowledge, transferring their learning beyond the classroom to generalise learnt skills within the wider community, enabling them to reach their aspirations in adult life.

### 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 pupils 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 pupils. 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 pupil need. *The Oak Lodge* implements the advice given by the OT team across learning experiences.

### Physiotherapy

The physiotherapy team provides advice and support around pupil's physical development, specifically related to PE, moving, walking and games. They produce physio plans for those that need additional support. *The Oak Lodge* allocates time for pupils 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 pupils to maximise their progress with this.

### Other outside agency reports

Some pupils 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.

## 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 pupils whilst using public transport:

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

The same principle is applied across the curriculum to learning. Looking at pupils 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, pupils may initially be offered support to complete an activity and once the pupil 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 pupils learn, this will be done over a period of time as appropriate to the individual.

### **Timetabling and monitoring:**

It is important that our pupils have access to a range of learning experiences as part of a broad and balanced curriculum. In order to ensure pupils 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 pupils will be learning. A range of information is collected to inform yearly overviews. This includes previous lesson planning and yearly overviews, pupils' individual targets and information about pupils' 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 pupils and meets their individual needs.

Students in *The Oak Lodge* may have slightly differing timetables, as they are catered to their individual needs e.g. some pupils 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.