



# Fundamental principles underpinning the curriculum across all pathways at Treloar School and College

- Developing** independence skills
- Assessment** of need, abilities and interests
- Developing** personal, learning and thinking skills
- Multidisciplinary** working
- Total** communication
- Maintaining** active links with parents
- Broad**, balanced and personalised offer
- Developing** communication skills
- Building** self-confidence and self-esteem
- Developing** literacy and numeracy skills
- Embedding** skills across the waking day
- Developing** spiritual, moral, social and cultural awareness and skills



## Sixth Form: Integrated Pathway Curriculum programme: Personal Progress

### Who is it for?

Personal Progress is the most usual route at School Sixth Form for students who are assessed as working between P3 and P8 at the end of Year 11. It ensures that all the important features of the Integrated Pathway continue, alongside a nationally recognised qualification offered by the awarding body ASDAN.

### What is it?

- The Post-16 programme at Treloar School offers opportunities for students to further develop the skills they need for moving on to further education at a college and for adult life.
- The PFE curriculum is designed for students working at levels at or below Entry Level 1.
- It provides a 'stepping stone' to learning at a Further Educational provision.

### The PFE curriculum incorporates ASDAN's Personal Progress

The curriculum is based on ASDAN's Personal Progress and provides a framework of activities through which personal, social and independence skills can be developed at an appropriate level for those within the PFE group.

This programme of work spans a wide range of achievement from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding to a range of familiar experiences. The curriculum specifications form a comprehensive package appropriate to the needs of each student, all of whom have complex physical and learning difficulties. The curriculum offers a breadth of relevant and stimulating learning opportunities. These can be used to address the PFE students' individual objectives, which help to prepare these young people for adult life. Students participate in offsite community skills trips, developing skills towards supported independence.



## Personal Progress

This is made up of units that can be divided into the following categories:

- The Functional Skills of Literacy and Numeracy
- ICT
- Independent Living Skills
- Personal Development
- Community Participation
- Preparation for Work

The qualifications are offered at Entry 1 and the Pre National Curriculum (P) Levels. Unit certification is available to recognise smaller steps of achievement by candidates who are unable to achieve the full requirements

## Personal Progress Units

To achieve The Entry 1 qualifications, PFE students must gain credits by completing units and provide evidence to demonstrate skills development, supported by photographic evidence and tutor written transcripts and unit assessment checklists. Each unit has a credit value. PFE learners combine units which are suited to their individual levels to reach the total minimum credit value of the qualification. The assessment criteria for students are set out in a range of standards (all within Entry 1) and expressed in stages on the Achievement continuum. Their starting point on the continuum will be established before they begin their programme of learning relating to a Personal Progress Unit. Student's physical abilities are also taken into consideration. Students could achieve assessment criteria at different levels within one unit creating a spiky profile.

## The Achievement Continuum

Ten developmental stages: Stage characteristics

1. **Encounter:** Characterised by presence and reflex responses
2. **Early awareness:** Characterised by fleeting attention and inconsistent responses
3. **Interest:** Characterised by more consistent and differentiated reactions
4. **Supported participation:** Characterised by cooperation and engagement
5. **Active involvement:** Characterised by recognition, anticipation and proactive responses
6. **Development:** Characterised by remembered responses and intentional communication
7. **Exploration:** Characterised by concentration, recall and observation
8. **Initiation:** Characterised by established responses and conventional communication
9. **Consolidation:** Characterised by the formation of skills, knowledge, concepts and understandings
10. **Application:** Characterised by the application of skills, knowledge, concepts and understandings



# Treloar School Timetable

## Sample timetable for Sixth Form Integrated class

Times	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson One: 9.00 to 9.45	MONDAY LIVE Pike Hall	Swimming	ASDAN Personal Progress	Makaton Signing Group - house based	Multi-Sensory ASDAN Personal Progress
Lesson Two: 9.45 to 10.30	SLT Communication Group			Music Therapy	
Break 10.30 to 11.15					
Lesson Three: 11.15 to 12.00	Technology	ASDAN/ Wheelchair dancing	ASDAN Personal Progress/Physio	D and T	ASDAN Personal Progress/Physio
Lesson Four: 12.00 to 12.45					
Lunch 12.45 to 14.00					
Lesson Five: 14.00 to 14.45	ASDAN Personal Progress	ASDAN Personal Progress/Physio	PE	Community Skills/ ASDAN/Physio	Form Time
Lesson Six: 14.45 to 15.30	Life Skills/ASDAN		Music		Whole School Assembly
Break 15.30 to 16.15					Day students and weekly boarders depart at 3.30pm
Lesson Seven: 16.15 to 17.00	Student choice from the Personal Physical Development programme (PPD)	PPD	Form Time	PPD	

