

6th Form Curriculum and Pathways - 2020/21

John 6th Form Curriculum is explained below:

All students are working towards their Education, Health and Care Plan (EHCP) targets.

We facilitate this learning by using the JWS Curriculum as well as following ASDAN accredited courses.

Section A		
EHCP Targets - Individual Targets relating to the JWS Curriculum		
Communication and Interaction	Cognition and Learning	Social, Emotional, Mental Health and Independence
Communication and Interaction MFL (Signing) Computing Music	Reading Writing - linked to coursework, or Sound Reading Maths - linked to coursework and practical Maths Science - related to food technology	PSHE, Citizenship and Self Regulation Geography - community-based RE / Family links and being a good citizen RSE
Section B		
EHCP Targets - Individual targets related to ASDAN Accredited coursework.		
A bespoke coursework plan, linked to individual EHCP outcomes and interest and preference of the cohort.		
Year 12	Year 13	Year 14
Personal Progress Award (Entry 1) <i>Units differ for all students, depending on where they are on the Achievement Continuum following the 10 developmental stages.</i>	Personal Progress Certificate (Entry 1) <i>Units differ for all students, depending on where they are on the Achievement Continuum following the 10 developmental stages.</i>	Focus Modules <i>Students can do up to 3 modules. All modules are individually chosen to meet the student's EHCP targets and supporting their future ambitions, getting them ready for independence.</i>
ASDAN Life Skill Challenges <i>Individual Life skill challenges are chosen to focus on EHCP outcomes, SLICE and personal interest.</i>	ASDAN Life Skill Challenges <i>Individual Life skill challenges are chosen to focus on EHCP outcomes, SLICE and personal interest.</i>	ASDAN Life Skill Challenges <i>Individual Life skill challenges are chosen to focus on EHCP outcomes, SLICE and personal interest.</i>

Each student will follow a planned JWS Curriculum Pathway/approach

Fundamental approach	Enhanced approach	Real Life Learning approach
Aim Pupils following the FC pathway need to maintain and develop life skills in order to function successfully as an adult in the community while being adequately supported	Aim Pupils following the EC pathway need to become as independent and safe as possible in order to become actively involved within their community and employment with/without support	Aim Pupils following the RL pathway need to access accredited courses (such as ASDAN) which will enhance and positively impact on their independence and employability in future adulthood life
To develop and maintain fundamental skills in order for pupils to; <ul style="list-style-type: none"> - Communicate basic needs via own communication system - Develop adequate independence according to individual starting points 	To develop and maintain skills in order to; <ul style="list-style-type: none"> - Be actively involved in the local community - Seek suitable employment within the community with/without support 	To develop and achieve skills in order to; <ul style="list-style-type: none"> - Meet accredited standards in specific relevant areas - Be successfully employed - Be actively involved in the community

- Be part of a local community with adequate support to be involved in appropriate activities
- Develop and maintain life skills to support them in adulthood
- Develop and maintain therapy based skills in order to maintain a healthy life
- Develop friendships

- Engage in social activities such as sporting and leisure
- Develop firm friendships with carers and peers
- Develop communication skills to ensure they stay safe
- Be independent in the community ensuring their own safety

- Engage in sport/leisure activities to maintain a healthy lifestyle
- Engage in social activities and maintain appropriate friendships
- Follow/maintain interests and hobbies
- Become a lifelong learner
- Live independently
- Develop close personal relationships

Pathways are flexible and need to be individually planned and agreed at EHCP meetings and with SLT.