

Kennel Lane School 14 – 19 Curriculum

For Pathway B, a more holistic approach is taken and the curriculum is personalised for your young person. Your young person will be regularly assessed by both classroom staff and other professionals who are involved in their care and development. After this has been done, personalised targets will be written in their Educational Health Care Plan (EHCP's) / Individual Educational Plan (IEP's).

The curriculum focuses on four key areas: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical Development.

Your young person will have a personalised timetable based on their individual needs. This means that they will have access to the experiences that would most benefit their development and enjoyment.

To enrich the curriculum and to make sure your young person has a range of age appropriate experiences whilst at Kennel Lane School, they will work towards ASDAN qualifications. Alongside this, they may also take part in other experiences/therapies such as Music Therapy, Rebound Therapy, Swimming, Leisure activities and Relaxation.

Core Learning

English and Literacy Skills



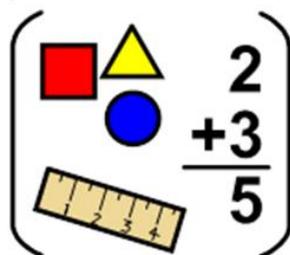
Communication is key to all curriculum areas. The aim of English at Kennel Lane School is to enable your young person to communicate and be understood to their maximum potential within society. This will be achieved at an individual level through PECS, Makaton signs and symbols, objects of reference, the spoken word and sensory cues. We work in conjunction with the speech therapists to achieve these aims.



Your young person will follow the Read Write Inc. programme. This provides a cohesive and creative approach to teaching reading, writing and spelling.

Your young person will be accredited through ASDAN where they will complete 'Transition Challenge' modules with a communication focus. Transition Challenge offers a learner-centred, activity-based curriculum that can be undertaken with as much support as necessary.

Maths and Numeracy Skills



Maths lessons have a practical focus at Kennel Lane School. This may include topics such as developing money skills, understanding a timetable or measuring objects.

The curriculum has three broad topics; Number, Measurement and Geometry.



The Numicon approach is used to support understanding of 'Number'. Through the multi-sensory activities and mathematical language of Numicon, your young person will develop the understanding and skills that underpin their later understanding of number.

Your young person will be accredited through ASDAN.

Physical Education



The PE curriculum for your young person is broad based and consists of a range and variety of sports and games. Your young person will have an opportunity to choose a particular sport from options appropriate to their ability and the time of year, as well as our usual games of Football, Boccia, Tag rugby, Basketball and Hockey.

Computing



The Computing curriculum is tailored to the needs and ability of your young person. Information and communication technology is embedded in the curriculum as a key skill alongside literacy and numeracy. Your young person will use technology to record experiences, explore possibilities and to try out new ideas, enabling them to be able to use, express themselves and develop ideas as digitally literate users.

Your young person will also study the way in which computers are used in society and will learn to use computers to solve problems and present their findings.

Your young person will also be taught how to stay safe online through e-safety lessons that link with the PSHE and Citizenship curriculum.

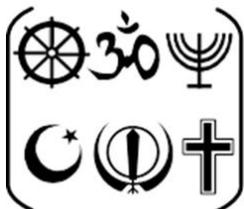
Personal, Social and Health Education and Citizenship



This is a planned developmental programme of learning to help your young person manage their lives now and in the future. It deals with real life issues which affect our young people, their families and the community.

The curriculum covers personal wellbeing, economic wellbeing, social and health education including sex and relationship education as well as the social and emotional aspects of learning.

Religious Education



We work closely with Bracknell Forest Local Authority to ensure the locally agreed syllabus is delivered at Kennel Lane School. Rather than being taught as a discrete subject, Religious Education will be taught through a rich cultural programme and assemblies.

Forest School – Outdoor Learning

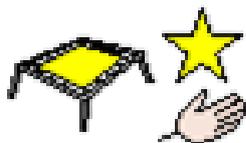


Forest School offers your young person regular and repeated opportunities to achieve, and to develop confidence, resilience and self-esteem through hands-on learning experiences in our own woodland environment.

Forest School is delivered in conjunction with PSHE and Citizenship at Kennel Lane School and focuses on personal learning and thinking skills such as team work, creative thinking, independent enquiry, reflective learning, self-management and being an effective participant.

Your young person will also have dedicated Horticulture time where they will spend time developing green areas on the school site.

Rebound Therapy

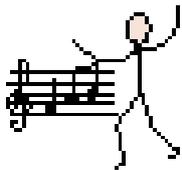


This is a form of exercise therapy which uses the trampoline to provide opportunities for movement, therapeutic exercise and recreation for young people.

Sensory Circuits

Your young person will access sensory circuits throughout the school day. Sensory Circuits is a series of exercises that a young person works through in a specific structured order, similar to circuit training. The three types of exercises are: alerting, organising and calming. The aim of Sensory Circuits is to help your young person reach an optimum state ready to learn, so neither over stimulated nor under stimulated.

Music and Movement



Your young person will have access to music and movement, using rhythmic song and dance. Research has shown that this supports the connection between body movement, rhythm and awareness.

Careers



The Careers program aims to increase awareness, possibility and probability of working experiences.

The goals are to increase understanding about what it means to work, be encouraged to think more about work as a possibility, get ready for working, rehearse being at work and gain relevant experience in a working environment.

Enterprise Project

Your young person will have the opportunity to contribute to the Sixth Form business 'Green Leaves' to enhance their working experiences.

Transition and Preparation for adult life

Your young person will be supported when moving to their next phase of education. Class teams will work closely with colleges and care settings to support transitions; this will include visits, taster days and observations.

Your young person will explore and be given the opportunity to gain and practice skills for adult life. Learners will work on units such as home cooking and self-care.

ASDAN (Main Learning)

Transition Challenge



Your young person will have the opportunity to achieve their 'Transition Challenge' certificate. 'Transition Challenge' is 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, although it can be used with older age groups if appropriate.

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.

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.

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 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 activities to achieve each module.

Towards Independence



Once your young person has completed their Transition Challenge they will progress to 'Towards Independence'. This provides a framework of activities through which personal, social and independence skills can be developed and accredited for those with severe (or significant) learning difficulties (SLD) and profound multiple learning difficulties (PMLD).

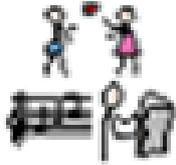
'Towards Independence' offers formal recognition for small steps of achievement towards a larger goal. Modules can be used separately and accumulated to build a record of personal achievement.

The modules can be divided into the following themes: Communication and numeracy; Creative studies; Cultural; Independent living; Leisure, Recreation and Sport; Personal Development, PSHE and Citizenship; Work related.

There are more than 70 modules to choose from, and the first of these - Starting Out - is mandatory. This module enables learners to be helped to recognise achievements and plan targets and challenges, which can then be developed through further modules.

Pathway B

Leisure Time



Leisure time will be used to promote your young person's emotional and physical wellbeing. This is not an accredited course; however, it is a further opportunity to take part in a variety of sports and activities.

Sports

Your young person will be able to access different sports and activities which will be catered to the groups needs and may include Football, Boccia, Archery, Snooker, Karate, Athletics, Swimming, Rebound Therapy, Relaxation, Boating and Companion Cycling.

The sports will be played in school and whenever possible, in the community. Clubs will be identified and links formed giving your young person the possibility of accessing the sport in adult life if they develop an interest.

Hobbies

Your young person will also have the opportunity to experience a range of hobbies they could access in adult life.

Community

Your young person will learn about their local community and how to access different services.

Therapy Programmes

Your young person will continue to follow therapy programmes in addition to curriculum subjects where specified in their Statement of Special Educational Need.