



"Where every person matters"

Redwood School

Curriculum for All 2021/2022

Redwood School Curriculum Statement



At Redwood School we aim to provide an enriched, challenging and personalised curriculum within an immersive active learning environment. Our engaging curriculum is delivered through a holistic flexible approach that ensures our students receive challenging and supportive experiences that develop their knowledge, skills and attributes in ways that will guarantee that learning is relevant. Our curriculum unashamedly promotes student health and wellbeing with a driver being enhancing self esteem and self worth, enabling them to celebrate in their individual progress and unique achievements gained.

Our curriculum is at the heart of Redwood School; and as a school we are totally committed to the development of all our students. We utilise every opportunity throughout the school day, including transitions, to explore valuable learning and development as our students are all different and learn in unique ways. Our curriculum enables us to facilitate learning by personalising experiences and offering an active environment in which to learn. We strive to encourage and develop a strong sense of achievement for all our students. Through our nurturing environments we build each individuals potential to succeed in life and become valued members of their community. We believe in having a positive approach towards school life and our students are encouraged to become motivated and confident young people both in and outside of the classroom.

We put everyone at the centre of their own learning journey and take into account their personal special needs, adapting our teaching approaches to meet those needs, fully optimising their potential. With aspiration for all we deliver a rich curriculum which promotes academic development, but more importantly ensures that all students are socially, emotionally and spiritually secure in themselves before they leave Redwood.

With a pathways approach, students are offered a stimulating and challenging curriculum focused on supporting each student's individual development and achieving the outcomes within their EHCP (Education, Health and Care Plan). Where relevant students will study towards accreditations (including GCSE's) as they progress through the school. Our curriculum pathways are driven by the identification of need and as the needs of our students evolve, we continually assess the most appropriate pathway for them. Students can move between pathways to achieve a personalised model to meet their needs. This offers a degree of flexibility for students to progress into more appropriate pathways as they develop and acquire their learning skills.

Redwood Curriculum

All students at Redwood have an EHCP (Education, Health and Care Plan). Our provision at Redwood is built around providing opportunities for students to achieve their personal EHCP outcomes and creating a culture of aspiration for all learners.

From KS3 through to KS5 students at each phase of their learning journey will EXPLORE a curriculum where individual differences are recognised, celebrated and respected. Active learning is at the centre of our curriculum and teaching approaches and with aspiration for all students are able to EXPERIENCE pivotal opportunities that will prepare them for life beyond Redwood and ultimately ENABLE them to find their place at the heart of the community.

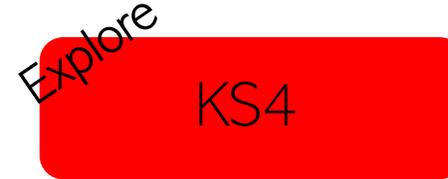
We have organised the curriculum into 4 overarching bands known as:

- **Core** Academic Skills and Knowledge
- **Connect** Subject vehicles to understand the world around us
- **Life Skills** Essential skills to survive and thrive in society
- **Active Learning** Engaging in learning in and out of the classroom

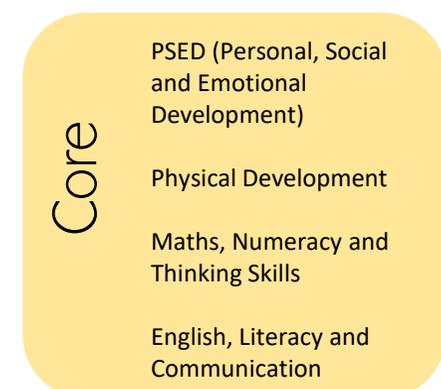
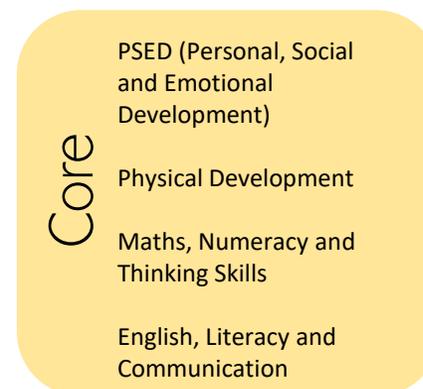
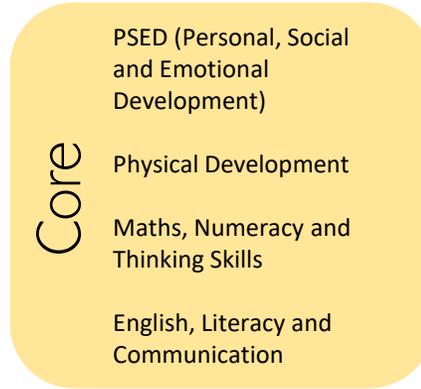
These bands are delivered within the curriculum and learning environment depending on what pathway a student is following. Pathways are identified during transition around the individual needs and abilities of the student and are reviewed regularly to ensure that every student is appropriately challenged and supported in order to achieve their best.

The Pathways are:

- Boost** Working towards paid Employment, further training and Independence
- Build** Working towards further training, voluntary employment and Independence
- Engage** Specialist provision focusing on social communication and interaction skills
- Experiential** Personalised Learning Programme focusing on independence and communication skills



Life Skills



Active Learning

Curriculum Experience

English

Maths

PSED

Physical Development

Communication
& Interaction

Cognition
& Learning

SEMH

Physical
and/or Sensory

CONNECT

KS3

UTWAM (Humanities, Science, ICT)
Technology
Music, Art, Dance and Drama

KS4

UTWAM (Humanities, Science, ICT)
Leisure Options
Vocational Options

KS5

UTWAM (Humanities, Science, ICT)
Leisure Options
Employability options

CONNECT

In the bases we use a therapeutic approach to enable students to have a wider experience of the world around them. Connect subjects are used as vehicles to enable students to take part in a range of experiences and activities, both inside and outside of the classroom, in order for them to achieve their personalised outcomes. Sessions include:

- MATP / Swimming
- Fundamental Life skills
- Sensory Stories
- Thematic Sensory Exploration
- Structure / sequencing (Morning routine)

Active Learning

Boost

Build

Engage

Experiential

Redwood's curriculum model is based around preparing all students for adulthood through an appropriate curriculum that supports and challenges all students and allows them to achieve their full potential. All students have an Education Health and Care Plan and our aspirations are for all students to progress relative to their starting point. Our broad and balanced curriculum offers significant opportunities for students to achieve, make good progress and become as independent as possible.

	Experience KS3	Explore KS4	Enable KS5
Main School Body (MSB)			
Boost Pathway	<p>Students in our hubs and main school body within year 7,8 and 9 who are identified as more able working towards higher level accreditation by the end of KS4.</p> <p>Core Curriculum English, Maths, Physical Development (including Swimming) and PSED (Personal, Social and Emotional Development)</p> <p>Connect Curriculum UTWAM, MADD and Technology</p>	<p>Students on this pathway are made up of year 10 and year 11 students identified as more able working towards higher level accreditation (for example GCSEs).</p> <p>Core Curriculum English, Maths, Physical Development (including Swimming) and Personal, Social and Emotional Development (including Duke of Edinburgh Award)</p> <p>Connect Curriculum UTWAM, Technology & Vocational Options</p>	<p>Preparation for Adulthood KS5 focuses on 'inspiring independence' and preparing students for adulthood. Using the Employment, Independence, Health and community strands.</p> <p>Employability and Independence Programme <i>Year 1 and 2 – Preparation for work</i> Students work on the first two years of the programme developing functional, vocational, life and personal skills, with a focus on how this applies in the workplace, in addition to leading an independent adult life.</p> <p>Year 3 – Supported Internship The third year of the programme supports students into further training and voluntary/paid employment. The focus is on working with local businesses.</p> <p>SFI Programme Students work on a year 3 programme developing life, personal, functional and employability skills with a focus on leading an independent adult life.</p>
Build pathway	<p>In years 7, 8 and 9 (Yr 7 spend increased time with their tutor teams to aid their transition) students are organised into groups taking learning ability and social and emotional needs into consideration. Students are taught in these groups for most curriculum areas.</p> <p>Core Curriculum English, Maths, Physical Development (including Swimming) and PSED (Personal, Social and Emotional Development)</p> <p>Connect Curriculum UTWAM, MADD and Technology</p>	<p>In years 10 and 11 students are organised into groups taking learning ability and social and emotional needs into consideration. Students are taught in these groups for most curriculum areas.</p> <p>Core Curriculum English, Maths, Physical Development (including Swimming) and PSED (including Duke of Edinburgh Award)</p> <p>Connect Curriculum UTWAM, Technology & Vocational Options</p>	
Nurture Provision	<p>Students who are identified as not being "ready to engage and learn" but have the potential to learn and achieve may be placed in this provision. These students study a thematic based curriculum with a key focus on developing appropriate learning behaviours, at the same time as following a programme of study. The intention is for these students to be able to re-integrate with their peers and follow elements of their core and connect curriculum.</p>		
The Bases - All students in the bases (EXB & ENB) have complex learning needs			
Engage Pathway	<p>Students in the Engage Bases (ENB) may have a diagnosis of Autism and/or display 'classically autistic' traits. Students' specialist needs necessitate specific support including sensory integration to regulate their emotions/challenging behaviour benefit from a more structured environment with smaller group sizes, consistent staffing & routines where possible. We use 4 key provision principles: Communication & Interaction Skills, Emotional Development & Regulation Skills, Physical Skills & Sensory Integration, Independence- Cognition & Learning Skills. This allows us to scaffold and sequence progress towards personal Education, Health and Care Plan (EHCP) outcomes.</p>		
Experiential Pathway	<p>The Experiential (EXB) PMLD curriculum delivery is creative, thematic and designed to meet the individual needs of the students. We adopt a therapeutic approach to learning in which, thinking skills, personal, social and emotional development and physical development. Students learn through interaction and the curriculum give access to a range of therapeutic activities such as hydrotherapy splash, rebound therapy, massage and multi-sensory programmes to improve their well-being and enhance their experiences. The curriculum supports independence and students use strategies such as objects of reference, symbols, switches, eye gaze technology, touch screen devices and PEC's to support their learning and communication where appropriate to their needs.</p>		

Curriculum Intent

All students at Redwood have an EHCP (Education, Health and Care Plan). Our provision at Redwood is built around providing opportunities for students to achieve their personal EHCP outcomes and creating a culture of aspiration for all learners. From KS3 through to KS5 students at each phase of their learning journey will experience a curriculum where individual differences are recognised, celebrated and respected. Students will explore pivotal opportunities that will prepare them for life beyond Redwood and ultimately enable them to find their place at the heart of their community.

Life Skills/Prep for Adulthood

The intent of our curriculum is to prepare all our young people to be valuable, respected members of their community. Our curriculum combines Core and Connect subjects to create opportunities for students to develop their skill set in personalised settings which are meaningful to their destinations. Preparing for adulthood is a fundamental part of all subject areas where students are encouraged to develop their own level of independence. Progress towards their EHCP outcomes is mapped through Earwig.

Core

Our Core curriculum focuses on providing a platform for all students to be able to learn and acquire new skills and knowledge. Within the Boost and Build pathways students study academic subjects such as Maths and English (working towards specific accreditations). Engage and Experiential bases focus on Thinking Skills and Communication. All Pathways have Personal Social and Emotional Development (PSED) and Physical Development as part of their core curriculum from KS3 through to KS5.

Connect

Our Connect curriculum utilises subject areas as the vehicle in which to deliver key themes and concepts to enable students to understand the world around them. Students study Humanities, ICT, Science and Technology as well as exploring the Arts as an expressive forum of self discovery. With strong links to the local and wider communities, students experience lessons in a range of contexts to give greater depth to their life experiences, develop individual interests and where feasible work towards accreditations.

Active Learning

Active Learning at Redwood sits at the heart of our curriculum. It is our educational approach in which students are encouraged to engage and reflect through activities such as: experimentation, exploration, discussion and interactions. We have high expectations that all learners will be actively engaged and involved in their own learning and development both in and out of the classroom. Active participation in active learning calls on students to interact with staff, and peers to foster creativity and overcome challenges. Active Learning is a focus for everyone at Redwood, not just the students. We expect all of our staff to be actively involved in school life and we are working hard to further develop our role as an active school hub within our wider community.

Experience

KS3 Curriculum

(Years 7 & 8)

Core

Connect

PSED Personal, Social and Emotional Development

Physical Development

PE, Swimming/Hydrotherapy and Outdoor Education

Maths and Numeracy

Thinking Skills

English and Literacy

Communication

**Understanding the
World around me**

History, Science, ICT

**Understanding the
World around me**

Themed approaches linked to history and modern day

STEM Sewing, Textiles, Experiment & Making

Sensory Exploration

MADD

Music, Art, Dance and Drama

*Boost
Pathway*

*Build
Pathway*

*Engage
Pathway*

*Experiential
Pathway*

Explore

KS3 – KS4
Curriculum
(Years 9/10 & Year
11/ALG)

Core

Connect

PSED Personal, Social and Emotional Development

Physical Development

PE, Swimming/Hydrotherapy and Outdoor Education

Maths and Numeracy

Thinking Skills

English and Literacy

Communication

Understanding the
World around me
History, Science, ICT

Understanding the
World around me
Themed approaches linked to history and modern day

Leisure Options

Sensory Exploration

Vocational Options (including accreditation where relevant to learner)
e.g. D&T, DofE, Arts Award, Leadership, Asdan, Rambling, Hair and Beauty, Computing

Boost
Pathway

Build
Pathway

Engage
Pathway

Experiential
Pathway

Enable

KS5+

Curriculum

years 12/13 and 14

Core

Connect

PSED Personal, Social and Emotional Development

Physical Development

PE, Swimming/Hydrotherapy and Outdoor Education

Maths and Numeracy

Thinking Skills

English and Literacy

Communication

Understanding the World around me

History, Science, ICT

Understanding the World around me

Themed approaches linked to history and modern day

Leisure Options

Sensory Exploration

Employability Options (including accreditation where relevant to learner)

e.g Sport, Arts, Office, Warehouse, Computing, Catering, Hospitality, Work Experience

Boost
Pathway

Build
Pathway

Engage
Pathway

Experiential
Pathway

Active Learning



At Redwood we promote a whole school approach to Active Learning to ensure every child is immersed in their learning journey through meaningful experiences.

Our approach is one which is encapsulated by Benjamin Franklin's famous quote *'Tell me and I forget, teach me and I may remember, involve me and I learn'*.

Redwood's definition of active learning is: *'An educational approach in which students are encouraged to engage and reflect through activities, such as experimentation, exploration, discussion and interactions. Participation in active learning calls on students to interact with staff and peers to foster creativity.'*



English Curriculum Offer



Redwood School

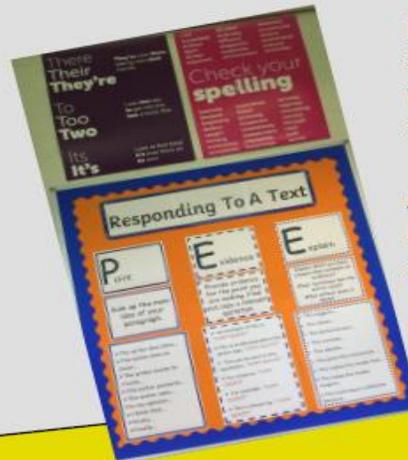
English

The English department strives to provide each student with a diverse mix of the best active learning opportunities and resources to maximise their literacy potential as we prepare them for adulthood.

This year, the English department has invested in Bug Club to support the development of reading skills across the school.



Bug Club is a powerful guided and independent reading programme that is proven to raise attainment in reading and spelling. It combines a library of books with an online reading world that helps to develop confident readers.



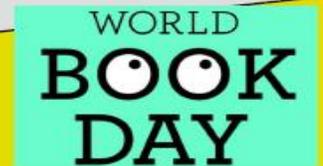
Each learning opportunity is carefully crafted to actively develop key specific skills appropriate for each student from the wealth of assessment information recorded.

These opportunities range from participation in sensory stories to analysing complex GCSE text.

Regular themed cross curricular events take place throughout the year, including World Book Day, which are reported on by our school's BBC Young Reporters.

Students also have the opportunity to visit theatre performances, interact and combine English lessons with students from other schools, participate in theatre workshops and engage in sessions led by published poets/authors.

All of these experiences do not only provide valuable learning experiences, but also promote positive, engaged and independent learners in preparation for adulthood.



Maths Curriculum Offer



Redwood School

Maths

The Maths curriculum is centred around themed topics such as “Planning a Party”, “Shopping” and “Design a Bedroom”. Through these themes, students have numerous opportunities to practice and develop mathematical skills and apply this knowledge to everyday situations.

To support the development of these skills, in addition to promoting active and independent learning, the department has invested in a number of packages to support students at all stages of learning up to and including GCSE.



Maths of the Day promotes active learning of Maths skills through a range of physical activities. It has been endorsed by the Youth Sports Trust. The Maths of the Day mascot, Motty, can be regularly seen getting involved in learning opportunities across the curriculum.



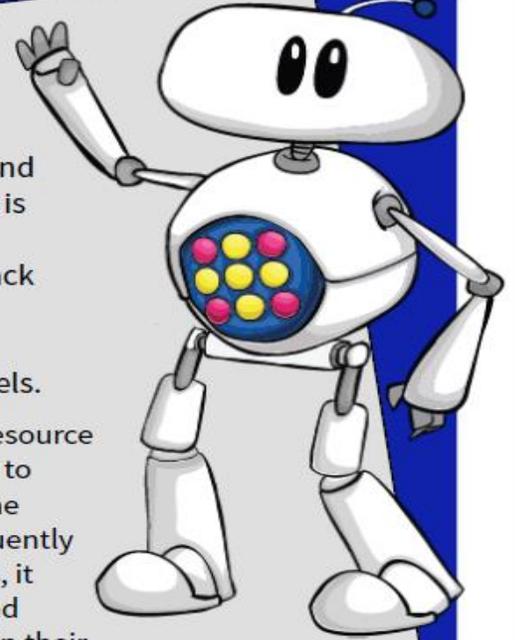
numicon



My Maths is an on-line system, which students can access at school or at home to practise and develop skills. Each game/task is automatically self marking, so students get immediate feedback on their achievements. This software promotes student independent learning at all levels.



Numicon is a physical resource which is creatively used to support all aspects of the curriculum. As it is frequently used in primary schools, it provides consistency and familiarity for students in their transition to Redwood.



Touchstones Rochdale



These are just some of the varied and engaging resources used within the Maths department. Students also have the opportunities to apply their skills with Rochdale Football club, Workshops at Touchstones and numerous cross-curricular STEM projects with the DT department. The Maths department continuously looks for creative and engaging ways to develop skills, knowledge and independence.

In March we will celebrate all this Maths related on Pi Day - look out for updates on the website!



Personal, Social and Emotional Development (PSED) Curriculum

The Personal Social and Emotion Development (PSED) curriculum primarily uses the LifeSkills unit bank alongside the students Education and Health Care Plan (EHCP/My Plan) person centred outcomes to develop personal skills, such as, self esteem, problem solving, resilience and confidence. It also focuses on areas related to the adult world such as relationships, substance misuse, emotional well being/ resilience, democracy, the law and personal independence skills.

Part of the PSED curriculum focuses on learning outside the classroom, as we believe that educational visits are essential to providing a balanced and meaningful curriculum offer. This includes regular visits to the local community, which the students live in and are apart of, and the use of vocational awards such as the Duke of Edinburgh and Princes Trust.

Our goal is to promote independence in adult life for all learners at all levels through creative and meaningful ways.

Planning and structure:

The **Sensory Experiential Bases (SEB)** will follow a 4 year rolling programme of set units from the 'Fundamental LifeSkills SOW' starting 2019/20.

The **Students Support Centres (SSC) and Supported Groups (SG)** will follow a 2 year rolling selection programme from the 'Fundamental LifeSkills SOW'. Tutors will choose which units are appropriate to follow for individual students or as a group based on student needs.

In SEB/SSC & SG units will be used alongside & assessed against student individual MAPP and EHCP outcomes. Teachers use the intentions within the unit to help scaffold activities and work. They can work towards any of the intentions set, it is likely they will use the gaining awareness bank.

Main school body students (Build and Aspire years 8-11) follow the 'Preparing for the Wider World SOW'. The SOW consists of different units/topics taken from the LifeSkills bank of units. The aim is to give the students a broad and balanced curriculum that compliments other areas of the school, as well provide the time and basis for the statutory requirements outlined in the RSHE reforms.

6th Form (REEC & SFI) Many of the topics discussed/ taught in years 7-11 are re addressed in six form in a more in-depth, personalised and advanced manner to ensure that all learners are prepared for adult life, no matter their ability or pathway. From September 2020 they will primarily follow the 'Princes Trust' SOW and depending on ability will achieve the Princes trust accreditation or an internal certificate in specific topics/ modules.



Nurture provision:

Students in the nurture groups follow the 'Learning to learn SOW' as an overarching theme each half term. They utilise the units within the LifeSkills strands and a personalised approach to support and develop individual students needs.

Supporting sessions:

Various external agencies will offer supporting sessions; including Banardos, VirginCare, Gambling awareness, Barclays LifeSkills and Prison a reality. These sessions aim to help support and embed learning in the PSED sessions.

Personalised target setting

Throughout all topics and areas taught in PSED we assess against students personalised EHCP outcomes alongside sessions specifically dedicated to working towards personalised targets.

Assessment and evidencing for MSB and Nurture:

PSED uses 'Earwig' to record evidence and assess learners against the set intentions. Due to the vast majority of skills being personalised and progress being bespoke to the learner, teachers are able to make professional judgements to assess learners ability to progress through the intentions.



Build and aspire students in key stage 4 & REEC also take part in and work towards gaining at least one of the duke of Edinburgh qualifications.



Physical Development Curriculum Offer

Vision statement

Actively engaged in engaging activity

The actions of the Physical Development curriculum is;

- To develop students social, emotional, independence and personal skills to help prepare them to be confident, and active members of society.
- To develop students understanding of the life skills they are developing through physical activity, and how to exercise and participate for fun.
- To develop students fine and gross motor skills, whilst nurturing and harnessing their proprioceptive potential.
- To develop students awareness of the importance of leading a healthy and active lifestyle.
- To develop pupils resilience to overcome barriers and build strategies to cope with both success and failure.
- To enable students to participate in a variety of physical activities and experiences.
- To provide opportunities to develop swimming skills and an understanding of water safety.
- To celebrate individual and team successes.
- To promote positive mental wellbeing through physical activity.
- To develop and sustain sporting pathways to which students are able to aspire.





**Redwood
School**



Understanding The World Around Me

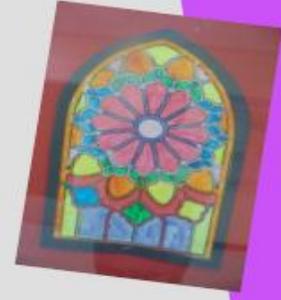
UTWAM gives students, at all levels and abilities, opportunities to connect with the wider world and learn outside the classroom; from exploring the school garden/grounds and the local area to educational visits to museums, places of worship and historical sites.

Within the school students get to experience learning in a variety of ways, improving both academic and practical skills – using ICT to research evidence and explore the world through Google Earth, art and design to recreate artefacts and old paintings, cooking foods from religious festivals and the past such as rationing recipes from the war, speaking and listening and arguing a point of view, using maths skills to create graphs and data tables and listening to music from different cultures.

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present. They develop chronological awareness and see the diversity of human experience.

Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments and a range of investigative and problem-solving skills. It can inspire pupils to think about their own place in the world and their rights and responsibilities to the environment.

RE develops valuable skills and qualities such as tolerance, empathy and respect for others and plays a vital role in promoting British Values throughout school.



MADD Curriculum Offer



**Redwood
School**

We are 'MADD' - Music, Art, Drama & Dance

MADD @ Redwood is a fantastic platform for students to share their love of all things creative. Our MADD curriculum encourages our students to develop self-expression and creativity and aims to build confidence and a sense of individual identity. Studying MADD can also develop critical thinking skills and the ability to interpret the world around us.

Our MADD motto "Participation, Support, Enjoyment" is at the very heart of every lesson we teach as we believe they are key ingredients to producing successful learners.

In Music students develop performance and composition skills using keyboard, Ukulele, Voice, Drums, Percussion, Soundbeam & Assistive Technology as vehicles for self and group expression. Listening & Appraising activities provide opportunities for self reflection and sharing opinions.

In Art students use a range of materials creatively to design and make products and are encouraged to share their ideas, experiences and imagination through different mediums including Painting, Drawing, Clay, 3D design, Collage and Colour. They will study different artists and movements and share their findings with others.

In Drama and Dance, taught as Performing Arts, students learn performance and stagecraft skills and regularly present their work to an audience. As performers they learn to improvise, use their bodies and voices purposefully, devise from stimuli and perform in various styles/genres. As technicians they learn about costume, set, SFX make-up and lighting. They are encouraged throughout the whole process to reflect on their own and other's work and regularly give feedback.





STEM at Redwood brings together four key skill areas, together to form one subject. These are as follows,

- **Sewing** (making textiles)
- **Taste** (making food)
- **Experimenting** (investigating ideas)
- **Making** (making a product)

Each term students are going to be exploring a theme through a range of mainly practical activities. Each lesson will feature on one aspect of the theme allowing students to gain an overall understanding of the theme as well as developing a range of practical life skills.

Through a wide range of different activities, pupils will learn to think creatively and independently so that they can aim to solve problems that they may face in life. Tasks allow students to develop a range of different problem solving skills, as well as experimenting and testing ideas. Students evaluate their tasks to see what areas they need to develop next time.

Pupils to work on their own pace and level with appropriate teacher support and intervention.

STEM provides particular opportunities for:

- To develop practical life skills in the use of materials and equipment.
- To develop self-confidence in carrying out activities.
- To develop the ability to find out and evaluate information about a range of equipment and materials including food.
- To develop and foster good working relationships with others.
- To help pupils develop their numeracy, literacy and oracy skills.
- To encourage an awareness of their community and environment.
- To offer pupils learning experiences through carefully thought out and controlled focused practical tasks.
- To give pupils the opportunity to use and evaluate various products and to taste and evaluate foods.
- To help pupils to develop their full potential academically, socially, physically and aesthetically, providing for their special needs and talents.
- To develop pupils personal awareness and confidence in order to enable them to take their place in an ever changing society.



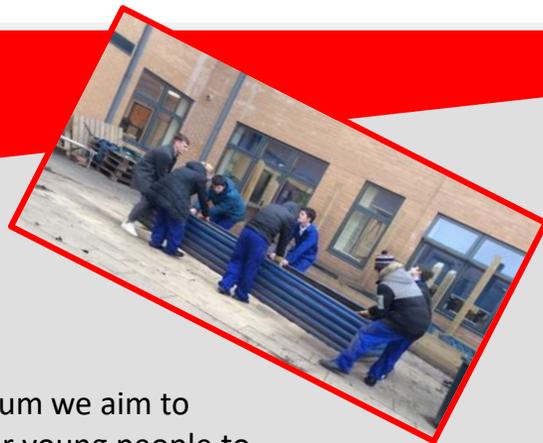
**Redwood
School**

Vocational

Through our vocational Curriculum we aim to support the aspirations of all our young people to ensure that they gain the understanding, skills, and experience they need to make progress and succeed in learning, life and work. The curriculum aims to develop practical skills that may be used in the workplace and adult life in conjunction with functional and independent living skills.

At Redwood we understand the importance of developing employability skills and preparing the students for the workplace. We want students to leave us well equipped with a variety of skills that they will need to be successful in life. Much of this is delivered through our vocational curriculum where students are continuously encouraged to develop their communication, teamwork, presentation and independent learning skills.

Our Vocational curriculum allows students to learn and develop professional skills which will prove to employers that they are work-ready, whilst also offering a suite of transferrable skills, such as work experience, team-work and communication.



At Redwood we look at the whole curriculum from year 7 onwards to identify where vocational skills are already being developed and where there are opportunities to develop them further in curriculum subjects. This Vocational awareness gives real-world contexts to core curriculum subjects - for example personal money management can work alongside maths to demonstrate the importance of numeracy skills in action.

Until recently, almost all vocational education took place in the classroom, or on the job site, we are actively developing opportunities for LOTC to support our vocational curriculum. We are continually developing our Vocational provision and building up links with employers for the benefit of our students.

In addition to the vocational curriculum, students in Years 11 - 14 have the opportunity to take part in Work Experience. All students in Years 11 on the 'Build' and 'Boost' pathways can participate in the work experience programme. Lots of extra-curricular activities e.g. BBC School Report and Enterprise also help to provide students with skills that are useful in the work place.





**Redwood
School**

Employability

Through the skills for Employability and Independence course, we aim to support the aspirations of all our young people to ensure that they gain the understanding, skills, and experience they need to make progress and succeed in learning, life and work.

Year 12 students complete a term of work preparation, where they develop an understanding of their interests, strengths and weaknesses to determine what jobs may be suitable for them. They take part in mock interviews, fill in application forms and learn about their rights and responsibilities in the work place.

Students secure places with local business, attending one day each week. The students receive support from REEC staff to begin with and once settled in their role will be visited on a regular basis.

Year 13 students complete three placements on the Pre-Supported Internship. They are based at Rochdale Town Hall and with support from the job coaches carry out placements at the local authority offices and businesses within the town centre.



The Skills for Employability and Independence course offers students the ability to develop and advance their work related learning and practical skills through vocational training in the areas of;

- Domestics / Catering
- Gardening, DIY, Hazard Awareness,
- Sports Industry
- Data Input, Reception work and Office Admin Skills.



The skills are taught over four rotations in year 12 and two rotations in year 13. The students are given the experience of all four areas of work in their first year but with support select two areas they wish to progress further in. The aim of the Vocational Training is to give students an experience of completing real work tasks in these areas and the expectations an employer would have of them.

Students work towards industry standard and recognized qualifications in Level 1 and Level 2 Health and Safety, Level 2 Food Safety in Catering, Level 2 Award in safe Moving and Handling, Appointed Person First Aid Award and COSHH Awareness Certificate.

Students, work toward core units in Skills for Employment, Training and Personal Development. They gain knowledge and understanding of Health and Safety and Food Safety in the workplace.



Employability and Independence Curriculum Offer



Redwood School

REEC Employability and Independence

Through the skills for Employability and Independence course, we aim to support the aspirations of all our young people to ensure that they gain the understanding, skills, and experience they need to make progress and succeed in learning, life and work. We believe that this effective program not only contributes to their well-being but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

The main aim of the skills for Employability and Independence course is for students to develop a positive attitude to employment, Independence, transition and their future. Promote self-awareness, enabling students to make well informed educational, vocational and training choices and to manage the transition from education to new roles including employment. To develop practical skills that may be used in the workplace and adult life in conjunction with functional and independent living skills.



with reference to EHCP outcomes and annual review targets where appropriate. Key skills are incorporated throughout the lessons and progress is recorded through assessment trackers, skill sheets and REEC core unit booklets.

The Skills for Employability and Independence course offers students the ability to develop and advance their work related learning and practical skills through vocational training in the areas of; Domestic / Catering, Gardening / DIY, Hazard Awareness, Sports Industry, Data Input, Reception work and Office Admin Skills.

Students, work toward core units in Skills for Employment, Training and Personal Development. They gain knowledge and understanding of Health and Safety and Food Safety in the workplace.

Students also work on Personal Vocational Profiles, Employability Skills, Maths, English, ICT, SDRE, Work Experience Preparation, Work Experience and Pre- Supported Internship Placements, PSHE, Life Skills, Enterprise, Sports, Leisure and Creative Arts to give them a broad and balanced offer and prepare them for adult life beyond Redwood.



**Redwood
School**



Internship

Redwood Supported Internship is an effective route to progress towards paid employment for students with SEND. Redwood Supported Internship is a structured study programme based primarily at Rochdale Infirmary and Rochdale Football Club supported by an Internship manager and Job Coaches. The programme is designed to enable students with an EHCP to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace.

For the young person, the internship should contribute to their long-term career goals and fit with their working capabilities. For the employer, the internship must meet a real business need; with the potential of a paid job at the end of the programme of study should the intern meet the required standards.

The main aim of the supported Internship programme is for students to do real jobs and to become work ready in order to be successful in gaining paid employment. To provide the opportunity to develop an understanding in the workplace and understand employer expectations. Encourage the development of values and interpersonal skills that contribute to success in the workplace. Develop the tools needed and provide opportunities to encourage friendships to enjoy a social life.



INTERNSHIP PRINCIPLES

- The majority of the young person's time is spent at the employer's premises.
- Young people are expected to comply with real job conditions, such as timekeeping and dress code.
- Systematic instructions, a method specifically designed to help people with complex learning difficulties learn new tasks, is used where appropriate.
- Stretching learning goals are set and reviewed.
- Both the young person and the employer have support through Redwood Supported Internship staff.
- Young people continue to be supported after the course of study, with a formally trained job coach to ensure that they get paid employment as part of a sustainable career.

Monday to Thursday Interns arrive at the internship at 8.10am for breakfast and social time and prepare packed lunches if on FSM's. If individuals have requested to learn something specific e.g. driving theory, CSCS test we do this at 8.30am – 9am. At 9am interns complete functional lessons in Literacy, Numeracy, PSHE and Life Skills. At 10am interns have a break and go onto their work placements. At 2.30pm they come off placement to discuss overview of their day with the Internship manager and Job Coaches. On Friday interns develop socialisation, communication and organisational skills during 'Leisure Day'.



REDWOOD
Real Work Project

Welcome to
Rochdale Infirmary