



Curriculum overview – Learning for life

We aim to provide a holistic programme of study for young people with learning experiences that are challenging, relevant and fun whilst supporting individual progression and preparation for adulthood.

Our programme is underpinned by the principle that in order for learning to take place, all physical, medical, sensory and social needs are met within a fully inclusive community provision and that opportunities to grow in confidence and self-esteem are abundant, without the fear of failure.

At Mayfield College we use a range of learning methods and resources which utilise links with other professionals, agencies and the community to ensure students achieve improved outcomes. The curriculum offer is in line with the 21st Century Skills of Communication, Basic Living skills, Creativity, Citizenship and Work Related Working, Digital Literacy, Computing and Personal Development Leisure and Exercise.

The areas outlined above are taught both in the classroom and, more importantly, in real life contexts, for example on work placements or in the college. Progress in Maths and English and Information Technology are embedded into the student's learning programme.

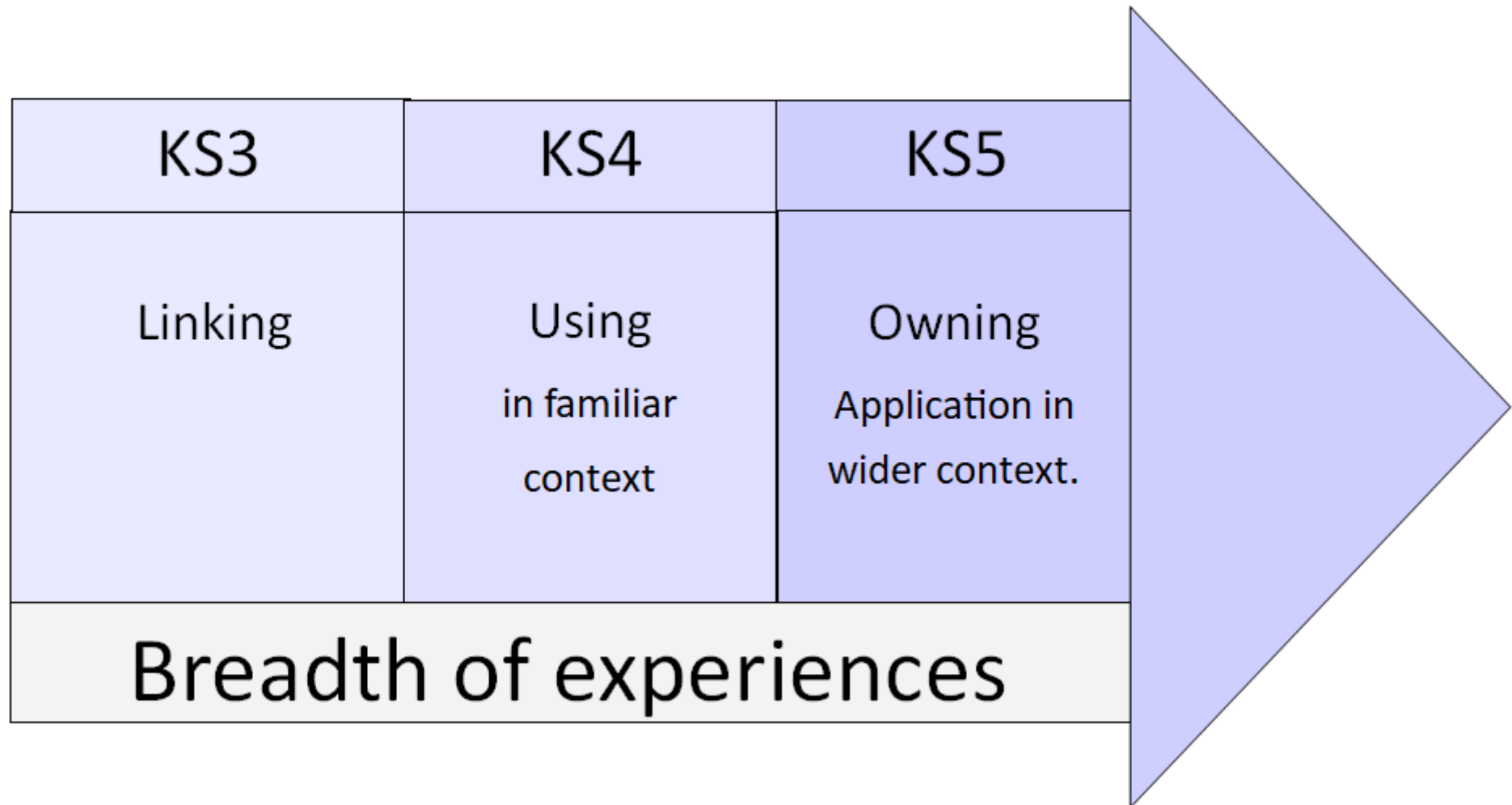
The College provides person centred programmes and pathways and is committed to working with students, families, and multi-disciplinary agencies including partners from social care and health to establish appropriate progression routes when students leave.

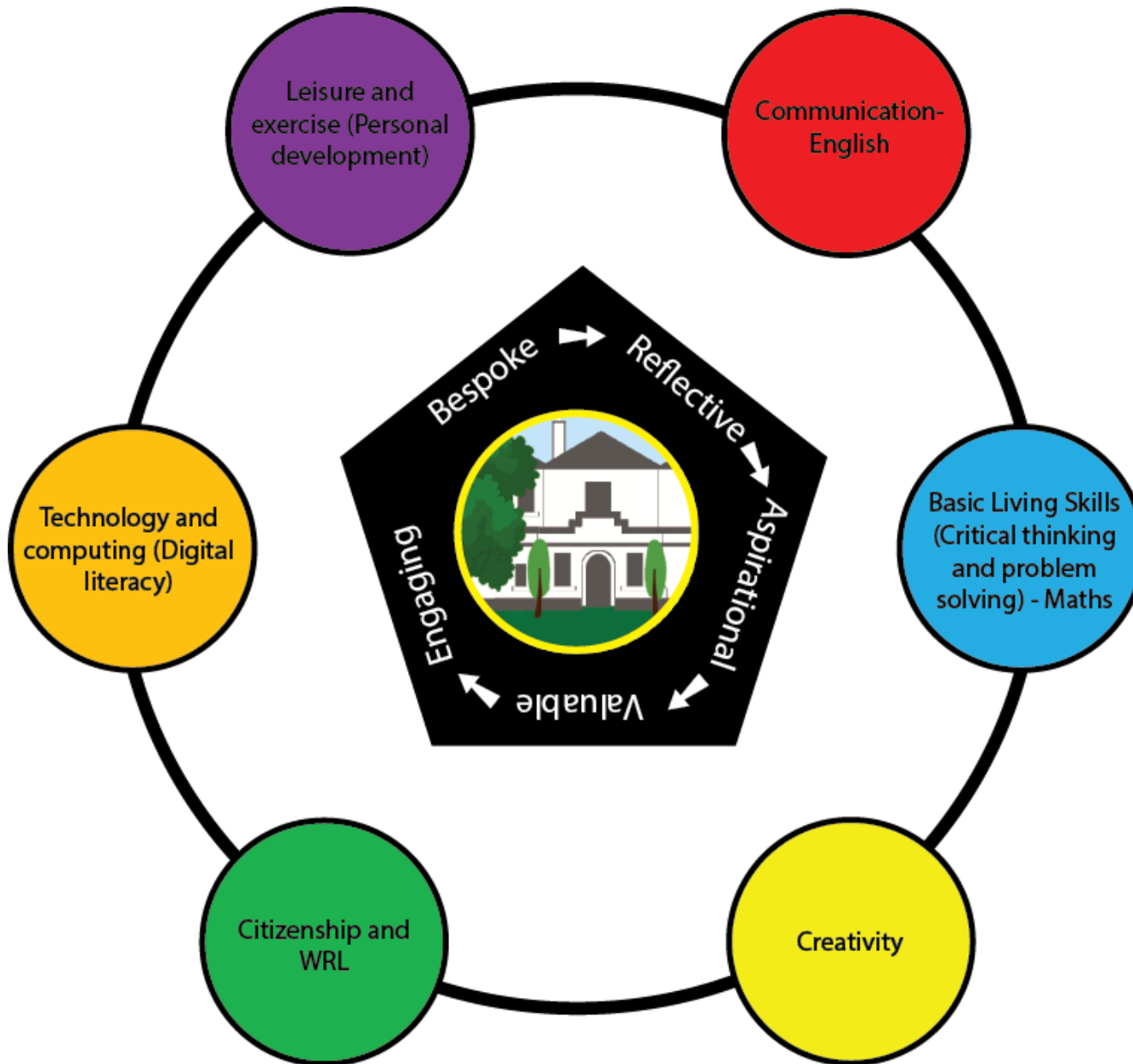
The aims of the College are to:

- Prepare young people for adulthood with high aspirations for a fulfilling adult life
- Provide individual pathways suited to the needs of each young person and based on their education, care and health plan
- Promote student and family choice
- Provide opportunities to gain nationally recognised qualifications where appropriate
- Support students and their families through the transition years
- Encourage students to have life experiences
- Simulate the post 16 market so that young people get a job and experience a full life and by doing so setting an example for all
- Develop a shared vision across all partners including education, local business, health and social care with families and young people at its heart and focus on improving life chances



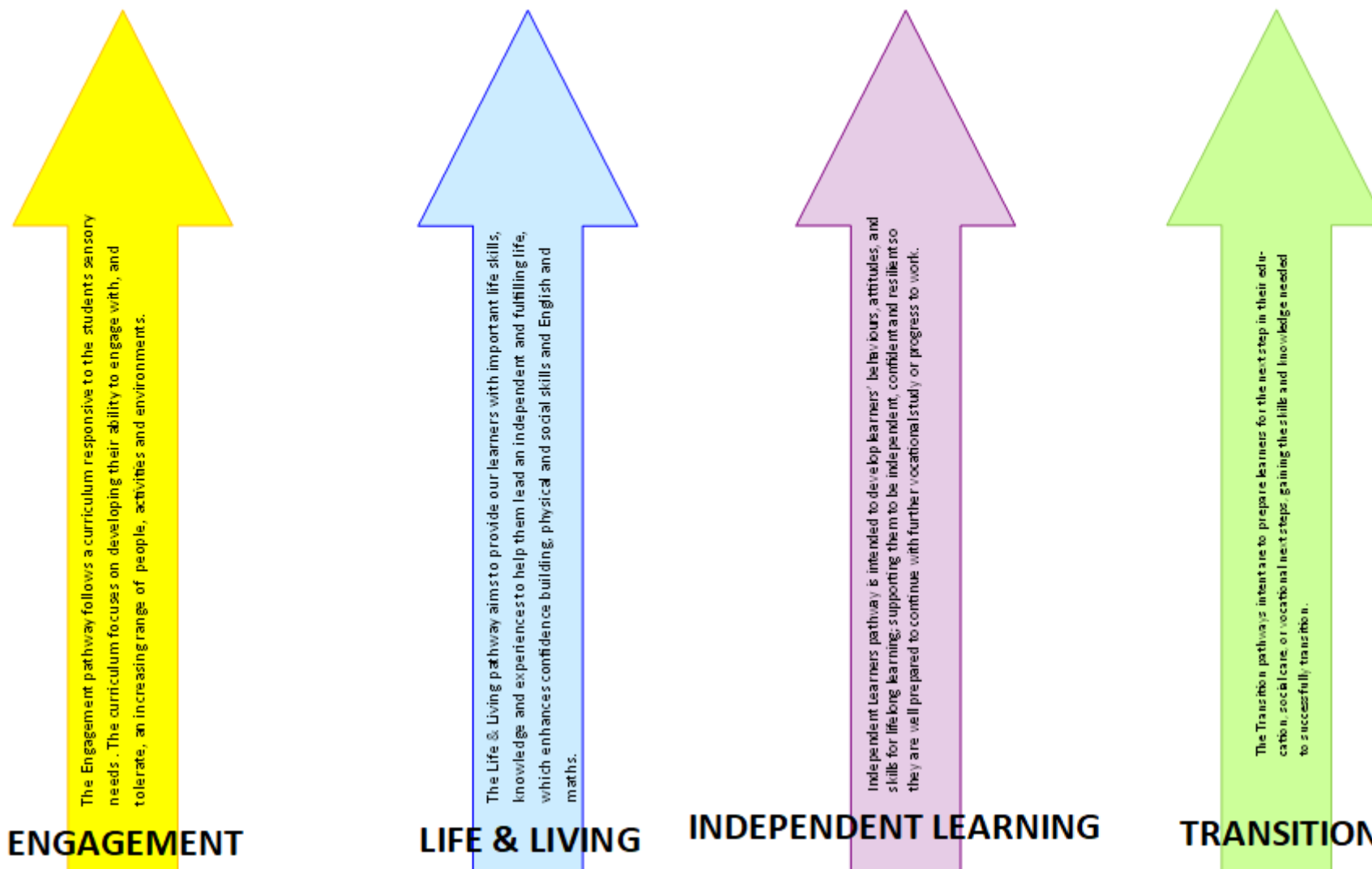
Secondary Pathways—Learning for Life







Good Health Safe Friends Family Being a part of something A voice Opportunities for further learning and employment Independence and choice in my home





Key Stage	Curriculum offer			
	Engagement pathway: Skills for life	Life & Living pathways: Skills for life/Careers & Further Education	Independent Learning pathway: Careers & Further Education	Transition learning pathways: Skills for life/Careers & Further Education
Implementation	<p>The students within this pathway have a range of complex learning needs, challenging behaviour and complex Autism & aims to develop communication, life, social & work-related skills. The curriculum offer is in line with the 21st Century Skills of Communication, Basic Living skills, Creativity, Citizenship & Work-Related Working, Digital Literacy & computing & Personal Development Leisure & Exercise.</p> <p>The students are taught through a specially adapted, meaningful topic-based curriculum. A great deal of emphasis is placed on promoting independence and developing increased levels of engagement within the seven strands of cognition and learning: Responsiveness, Curiosity, Investigation, Discovery, Anticipation, Persistence, and Initiation. Activities are designed to encourage the students to respond to the environment and give them access to a purposeful, individualised curriculum that fully meets their specific needs. Emphasis is placed on developing communication strategies that allow our students to 'have a voice.' A range of communication strategies are used dependent on the specific requirements of the individual pupil.</p> <p>Communication, language, and literacy are a key element/focus, enabling students to thrive and for staff to unlock the potential of students. Structure and routine play a fundamental role in the student's day, and this is ensured through the use of visual timetables, now and next boards and cue cards to support transitions and independence.</p> <p>Curriculum implementation and sequencing: The weekly timetable is well balanced across the curriculum and offers the students a wide variety of learning activities and experiences that are designed to be exciting and interactive,</p>	<p>The Life & Living pathways aim to provide our learners with important life skills, knowledge, and experiences to help them lead an independent and fulfilling life, which enhances confidence building, physical and social skills and English and maths.</p> <p>Independent living at home, e.g., basic home cooking skills or keeping the home clean and tidy.</p> <p>Community engagement, which may include learning to go shopping, using public transport and using local services such as a doctor's surgery or dentist and explore interests.</p> <p>Personal development and good health, developing behaviours for learning; including learning to keep safe, the importance of staying healthy, developing English, Maths and ICT skills, use of technology to enhance learning and communication and employability skills through the college's work placement strategy.</p> <p>Our vision is to support our learners to be INDEPENDENT, CONFIDENT AND RESILIENT so that they are well-prepared to engage with the wider community.</p> <p>These pathways will equip our learners to be more Independent and if successfully completed enable them to move on to further progression to the second year of this pathway or Independent Learners Pathway.</p> <p>Curriculum implementation and sequencing: The emphasis will be to help pupils to think about what a community is, the different people in their community and how people help and respect each other. We will learn about why rules are important and what contribution they can make to their community. We will focus on preparing our young people for independence</p>	<p>The Independent Learning pathway is intended to develop learners' behaviours, attitudes, and skills for lifelong learning; supporting them to be independent, confident, and resilient so they are well prepared to continue with further vocational study or progress to work.</p> <p>Learners will have the opportunity to sample a range of different vocational areas, which are used as a vehicle to engage learners in their studies whilst developing five key progression skills (communication, working with others, problem solving, study skills and life skills), whilst also gaining an insight into different vocations to support learners making informed choices about their future careers/next steps. Learners will continue to develop English and Maths skills relevant to their starting point.</p> <p>Curriculum implementation and sequencing: The main aim of this pathway is to build on learners' English, Maths, and IT skills for life and for work as well as the ability to communicate, problem solve and organise themselves. English and Maths qualifications will be the focus for the whole academic year. This will be taught in the form of 1:1 and small group sessions, ensuring students make expected progress. The delivery for IT and Media will be taught simultaneously. The first term will focus on initial IT skills such as using Microsoft, producing documents, and carrying out online research. This will give learners an opportunity to recognise their strengths as well as the areas that they will need to make progress on. Within IT they will focus on media which will be a topic of interest for the learners, but they will be able to recall the skills and knowledge gained during the earlier part of the term. In the second and third term, learners will take part in the assignment which will involve learners producing a stop motion animation for IT and Media. The focus will be learners using planning,</p>	<p>The Transition pathways intents are to prepare learners for the next step in their education, social care, or vocational next steps, gaining the skills and knowledge needed to successfully transition.</p> <p>Curriculum implementation and sequencing: The schemes within these pathways are sequenced for learners to first develop an idea of their own skills and interests that might impact what next steps they would like in the future. Early in the plan learners will develop communication skills, supporting them to articulate their needs and give and receive feedback to help develop. Learners will then develop research skills, ensuring they use reliable sources of information and organisational skills, to plan workload and to accurately record information. Where appropriate, learners will gain bespoke work experience within their chosen field within the academic year. Learners will learn to apply for next steps, preparing applications, CVs and undertaking interview prep, readying them for the next stage in the education or employment. Within these pathways, students will be prepared and begin transition to their next steps. Focus will be placed on ensuring all information is shared with next step providers and students will prepare their own student friendly versions of this.</p> <p>Physical education is accessed through: Yoga, Physio plans, Walks in the local area, Dance, team games e.g., football, badminton, and tennis (Sp and Su terms) Circuits and Swimming in the local community. Visits to the local leisure centre to access the gym and the leisure centre in addition to the 2 dedicated gym sessions per week.</p>



	<p>ensuring that students are engaged throughout and have the opportunity to practice new skills and knowledge whilst revisiting and embedding what they have previously learnt. The timetable on offer is based around short 20-minute sessions, which immediately engage the students through a variety of interactive, hands-on activities, encouraging and supporting the development of life skills including fine motor skills, communication, and independence skills such as dressing and undressing whilst following a main theme.</p> <p>Physical education is accessed through: Hydrotherapy, Yoga, Physio plans, Walks in the local area, Dance and Swimming in the local community (accessed via ITT throughout the week)</p>	<p>by supporting them to use buses and trains as independently as possible.</p> <p>PSHE will be a focus within these activities as students have to think about how they behave, dress, take responsibility for their personal belongings, own personal hygiene, work as a team, think about their personal safety.</p> <p>Physical education is accessed through: Yoga, Physio plans, Walks in the local area, Dance, team games e.g., football, badminton, and tennis (Sp and Su terms) Circuits and Swimming in the local community. Accessed via 2 dedicated gym sessions per week.</p>	<p>organisation, and problem-solving skills to respond to different situations. Before the assignment, learners will be carrying out practice activities. During this point they should have made vast progress in the skills pyramid and be able to work to the top.</p> <p>Physical education is accessed through: Yoga, Physio plans, Walks in the local area, Dance, team games e.g., football, badminton, and tennis (Sp and Su terms) Circuits, Taiko and Swimming in the local community. Visits to the local leisure centre to access the gym and the leisure centre offer (Summer term) Accessed via 2 dedicated gym sessions per week.</p>	
<p>Assessment</p>	<p>Student folder:</p> <ul style="list-style-type: none"> • Engagement Pathway grid • AtOL targets • PSHE grid <ul style="list-style-type: none"> o Careers o Drugs & alcohol o Online safety o Personal safety o Relationships o Self-awareness o Self-care • Computing grid • English grid <ul style="list-style-type: none"> o Speaking & Listening o Reading o Writing • Maths grid <ul style="list-style-type: none"> o Number o Measure, Shape & Space o Handling information & data o Problem solving <p>Additional assessment records:</p> <ul style="list-style-type: none"> • Reading record – to include shared reading. 	<p>Student folder:</p> <ul style="list-style-type: none"> • Vocational profile • Pathway grid <ul style="list-style-type: none"> o Communication o Working with others o Problem solving o Community o Independent living o Good health • PSHE grid <ul style="list-style-type: none"> o Careers o Diversity o Drugs & alcohol o Healthy lifestyles o Online safety o Personal safety o Relationships o Self-awareness o Self-care • Computing grid • English grid <ul style="list-style-type: none"> o Speaking & Listening o Reading o Writing • Maths grid 	<p>Student folder:</p> <ul style="list-style-type: none"> • Vocational profile • Pathway grid <ul style="list-style-type: none"> o Communication o Working with others o Problem solving o Community o Independent living o Good health • PSHE grid <ul style="list-style-type: none"> o Careers o Diversity o Drugs & alcohol o Healthy lifestyles o Online safety o Personal safety o Relationships o Self-awareness o Self-care • Computing grid • English grid <ul style="list-style-type: none"> o Speaking & Listening o Reading o Writing 	<p>Student folder:</p> <ul style="list-style-type: none"> • Vocational profile • Pathway grid <ul style="list-style-type: none"> o Communication o Working with others o Problem solving o Study skills o Career planning o Good health o Vocational • PSHE grid <ul style="list-style-type: none"> o Careers o Diversity o Drugs & alcohol o Healthy lifestyles o Online safety o Personal safety o Relationships o Self-awareness o Self-care • Computing grid • English grid <ul style="list-style-type: none"> o Speaking & Listening o Reading o Writing



	<ul style="list-style-type: none"> • Travel & Road Safety grid • Functional ICT in the community grid • Functional reading • Life skills checklists 	<ul style="list-style-type: none"> ○ Number ○ Measure, Shape & Space ○ Handling information & data ○ Problem solving <ul style="list-style-type: none"> • Work experience record • Communication checklist • Money grid <p>Additional assessment records:</p> <ul style="list-style-type: none"> • Reading record – to include shared reading. • Travel & Road Safety grid • Functional ICT in the community grid • Functional reading • Life skills checklists 	<ul style="list-style-type: none"> • Maths grid <ul style="list-style-type: none"> ○ Number ○ Measure, Shape & Space ○ Handling information & data ○ Problem solving • Work experience record • Communication checklist • Money grid <p>Additional assessment records:</p> <ul style="list-style-type: none"> • Reading record – to include shared reading • Travel & Road Safety grid • Functional ICT in the community grid • Functional reading • Life skills checklists 	<ul style="list-style-type: none"> • Maths grid <ul style="list-style-type: none"> ○ Number ○ Measure, Shape & Space ○ Handling information & data ○ Problem solving • Work experience record • Communication checklist • Money grid <p>Additional assessment records:</p> <ul style="list-style-type: none"> • Reading record – to include shared reading • Travel & Road Safety grid • Functional ICT in the community grid • Functional reading • Life skills checklists
<p>Accreditation</p>	<p>Pre-Entry qualifications</p>	<p>All Year 11's will be accredited within English, Maths, and ICT. Students can also work to achieve The Duke of Edinburgh's Award.</p>	<p>All students within this pathway will be accredited within English, Maths, and ICT. Students can also work to achieve The Duke of Edinburgh's Award.</p>	<p>Where appropriate, students within these pathways will be accredited within First Aid, Basic Food Hygiene and Health and Safety at Work. Students may also be accredited within bespoke vocational qualifications (Students will have been accredited in English, Maths, and ICT in Y13). Students can also work to achieve The Duke of Edinburgh's Award.</p>
<p>Intended destinations</p>	<p>Students leaving this pathway should be able to engage with the world around them more independently, be more able to use coping strategies to cope with a sensory world & be able to carry out work related activity. They should be able to contribute to the local community through social enterprise activity, make choices & indicate preferences in relation to elements of their Education Health & Care Plan such as living arrangements, support, friendship & leisure opportunities.</p> <p>Students may progress to supported living & to social enterprise/work groups.</p>	<p>All of our learners will have individual goals and targets to work towards throughout their programme. We will strive to help them to achieve their goals, transferable skills, and work towards their independence. This will enable them to have a choice on their future, as much independence as possible and a control of their support. Achieving more independence will enable a majority of our learners to progress onto Independent Learning Pathway and subsequently the Transition Pathway.</p>	<p>This programme supports skill development in preparation for higher-level learning, therefore increasing opportunities for learners to progress, ideal for learners progressing to the Transitional pathway and accessing an extended educational offer. The pathway is not designed to lead directly to employment but will provide for the development of transferable skills, which are valued by employers.</p>	<p>All learners will have individualised goals and targets that they will be working towards and be supported with in order to progress. Learners will have opportunities within their lessons to gain a further understanding of their options for the future, whether this is a further education placement or supported employment or social care. All lessons are based on transferable skills which will be emphasised to learners throughout the year. Learners will talk to careers advisors and meet with local employers (where appropriate). Learners will visit identified next steps provisions to ensure they are able to make meaningful choices for their own futures.</p>



Curriculum areas and strands

	Communication - English	Basic living skills (Critical thinking and problem solving) - Maths	Creativity	Citizenship and WRL	Technology and computing (Digital literacy)	Leisure and exercise (Personal development)
Art						
Arts award						
Bed making						
Cleaning						
Communication						
Cooking						
Dawlish Garden Trust						
Duke of Edinburgh						
Employability English						
Employability ICT						
Employability Maths						
Enterprise						
E-Sports						
First Aid Certificate						
Food Hygiene Certificate						
Functional Skills English						
Functional Skills Maths						
Gardening						
Gym						



Library						
Maintenance						
Money skills						

	Communication - English	Basic living skills (Critical thinking and problem solving) - Maths	Creativity	Citizenship and WRL	Technology and computing (Digital literacy)	Leisure and exercise (Personal development)
Occombe Farm-WRL						
PSE-Career Choices/Jobs and courses						
PSE-Drugs/Alcohol						
PSE-Emotional wellbeing						
PSE-Healthy Lifestyles						
PSE-Introduction to diversity						
PSE-Personal finance						
PSE-Personal safety						
Residential Home-WRL						
Road safety						
ROC Farm-WRL						
Safeguarding – Hays online						
Sainsbury's-WRL						
Self-help						
Shopping						
Snack making						
Stover-WRL						
Swimming						



Ten Tors training						
The Hub - WRL						
Travel training (car/bus/train)						
Woodwork						

Careers and Preparing for Life Provision at Mayfield

Key Stage	Curriculum offer			
	Transition	WRL	Enterprise	Advocacy
EYFS & KS1		<ul style="list-style-type: none"> Role play 	<ul style="list-style-type: none"> OT & creativity 	<ul style="list-style-type: none"> Reviews Listen to Me Class advocacy champions
KS2	<ul style="list-style-type: none"> Mayfield School End of Yr6 presentation to parents Transition day for Classes Chestnut – leavers assembly Individualised transition process pre Year 6 Year 6 transition 	<ul style="list-style-type: none"> In class jobs Collecting items they need & tidying up Each class in Chestnut takes part in enrichment afternoon which focuses on problem solving, independence and collaboration 	<ul style="list-style-type: none"> People who help us – doctor, policeman, nurse DT & creativity – enterprise Autumn: Special people GEM project Chestnut community based enterprise 	<ul style="list-style-type: none"> Reviews Listen to Me Class advocacy champions
KS3	<ul style="list-style-type: none"> Post 19 provision fayre Yr9 parents Yr9 – college tour End of Y6 presentation to Parents KS4 taster sessions 	<ul style="list-style-type: none"> Specific school jobs Jobs in School: Cleaner, Receptionist, TA, Cook) Dolbri Stables 	<ul style="list-style-type: none"> Horticulture Enterprise market Christmas market Community including environmental Make a pound grow 	<ul style="list-style-type: none"> Reviews Listen to Me Class advocacy champions
Lower KS4	<ul style="list-style-type: none"> Post-19 provisions fayre – Parents KS5 students talking about their experiences Transition programme specific to Student Year 10's to visit the gym each week Parent tour and visit Interview with College lead 	<ul style="list-style-type: none"> Combe Pafford – Y10 – WRL tasters Dolbri Stables Leading on from jobs in School In house: <ul style="list-style-type: none"> Maintenance School shop Shopping Setting up rooms Reading to younger students Tidying bike area Lunchtime helpers Car valeting 	<ul style="list-style-type: none"> Horticulture Enterprise market Christmas market Community including environmental Make a pound grow 	<ul style="list-style-type: none"> Reviews Listen to Me Class advocacy champions
Upper KS4 College based	<ul style="list-style-type: none"> Visit ROC, farm & Stover Access functional spaces around the college Access some mixed groups e.g.: choir and gym Access communal areas at lunchtime 	<ul style="list-style-type: none"> College based work experience: car valeting, enterprise, housekeeping, cleaning and horticulture Breakfast club 	<ul style="list-style-type: none"> Weekly enterprise sessions within woodwork 'Wonky Woodwork' - making for themselves Christmas Market Summer Market 	<ul style="list-style-type: none"> Reviews Vocational profiles Daily tutor groups Y11 Personal guidance interview with CSW



Key Stage	Curriculum offer			
	Transition	WRL	Enterprise	Advocacy
KSS College based	<ul style="list-style-type: none"> Alumni Informal & formal tour of post 19 provisions Supported taster days at SDC for post 19 education students to support decision making re: courses Employer visits Post-19 provision fayre – parents Job centre visit Employability students: <ul style="list-style-type: none"> Talks – Apprenticeship Torbay Careers Fayre CSW – Interview practice Transition update reviews and transition programme planned specific to student Food Hygiene L1 Basic First Aid Local labour market People coming in to present 	<ul style="list-style-type: none"> Bespoke work experience: <ul style="list-style-type: none"> South Hams Council <ul style="list-style-type: none"> No Limits café Eat that frog admin Main site – LSA & MTA Small group work experience: <ul style="list-style-type: none"> Rare breeds Group work experience: <ul style="list-style-type: none"> Stover ROC farm Community based project: <ul style="list-style-type: none"> Grange Lea care home In house cleaning The Hub: Kitchen chef & kitchen porter Cleaning team including housekeeping Gardening Enterprise – make bespoke items (wooden sign, crafts & jewellery, papier-mâché money boxes etc.) Local beach clean-up project 	<ul style="list-style-type: none"> Weekly enterprise sessions within woodwork 'Wonky Woodwork' – making items to sale individualised projects Christmas Market Summer Market 	<ul style="list-style-type: none"> Reviews Vocational profiles Daily tutor groups Y14 Personal guidance interview with CSW