Ickburgh School Sixth Form

The Sixth Form Curriculum

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The Sixth Form – Our purpose

As with all areas of the school, our Sixth Form fulfils our vision, values, and aims as below:

Vision

Ickburgh School: A place where all students and staff members find Fulfilment, Belonging, and Independence.

Values

Fulfilment
I feel a deep and nourishing sense of fulfilment, through achieving meaningful outcomes.

Belonging
I belong to something bigger than myself; a community of diversity, tolerance and respect, where difference is celebrated.

Independence
I am as independent as I can be in achieving my outcomes, and I'm nurtured to develop my own personality, interests, and talents.

Aims

To deliver this for our students and staff members, we aim to be a world class centre of excellence by:

- Establishing the school as an outward-facing learning community, constantly seeking to improve its practice by reflection, evaluation and innovation.
- Working in partnership with, and drawing on the expertise of, parents, other agencies and the wider community.
- And, most importantly, placing students at the heart of everything we do.

Working together – Students, families, and the multi-disciplinary approach

Each student has a multidisciplinary educational team who work in partnership with parents/careers and families to ensure that the educational and developmental needs of each student are met. We place the highest value on the partnerships we have with parents and families. Planning for the future can be challenging, but all our students have the support of this dedicated team to help make their transition as smooth as possible and support the young person in achieving their goals.

For some young people, this may be going to college, for others it may be going into the world of work, and/or supported living. The key document is the student's Education, Health and Care Plan, which we review annually, to ensure it is kept relevant and meaningful.

Education, Health and Care Plans and the Live Outcomes Maps

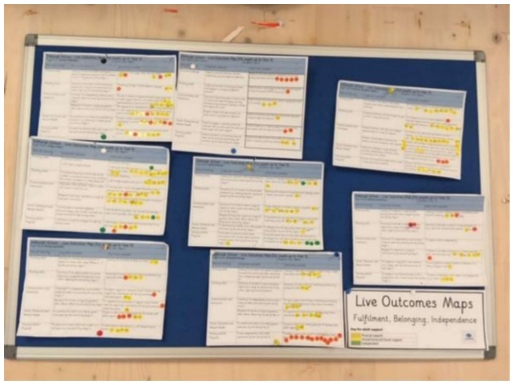
To work towards the ideals of Fulfilment, Belonging and Independence, and to ensure the wider purpose of their learning is kept central to students' daily lives and those supporting them, every student has a 'Live

Outcome Map.' This document sets out the long-term targets for the next three years, and the short-term outcomes which will move them towards achieving these goals. In the Sixth Form, these priorities are linked to the Department for Education's Preparing for Adulthood pathways – Employment and Education, Independence, Community Inclusion and Good Health and Wellbeing,

The outcomes are set in conjunction with parents/carers and the multi-disciplinary team who support the student, as well as the students themselves, where possible. These outcomes are reviewed on a half-termly basis, and reporting happens at Annual Reviews.

Ickburgh School – Live Outcomes Map (For students in year 9-14)		
Pupil Name Shania Matik	Academic Year 12	
Area of Learning	Long-term outcomes	Short-term outcomes
Employment training skills for work	Functional Literacy To develop functional and employability skills by participating in planned work related learning and work experience activities	To be able to read selected signs, symbols and key words during practical activities 3 times a week To follow written instructions supported by symbols and visuals to complete jobs in school on a daily basis
Employment training skills for work	Functional Numeracy To develop functional numeracy skills and transfer to everyday situations	Functional Numeracy To be able to count up to 10 items in a shop into shopping basket by the end of yr12 and experience simple money exchanges through roleplay weekly and in real life settings with faded adult support
Community inclusion	Expressive Develop communication and self –advocacy skills to confidently communicate needs in a variety of community facilities	To learn 10 new Makaton signs per term and practice use in the school and/or community setting 3 times a week To practice use of voice through drama, singing or social interaction on a daily basis To use visual cues and identify landmarks on weekly journeys in the community
	Receptive To develop travel skills showing understanding of community facilities and how to access them	To use visual cues and identify landmarks on weekly journeys in the community using public transport
Independence/ independent living	To enhance independence in daily living by developing personal care skills	To show through practical opportunities ability to manage personal hygiene: including blowing nose and washing hands without prompting 3/5 times a day
Health	To improve social skills and form safe relationships To understand how to live a healthy lifestyle	To identify and show understanding of 6 different types of feelings using roleplay, games and practical scenarios by the end of yr12 To be able to identify 5 healthy food choices and 3 exercise opportunities by the end of yr12

Example of Live Outcomes Map



Key for adult support - Live Outcomes Maps

	Physical support
	Verbal/Gestural/Visual support
	Independent

Example of Live Outcome Map display with 'live' assessment: sticky dots are used to identify when a student has engaged in a short-term outcome.

The Pathways – How we tailor our approach

As with the rest of the school, our Sixth Form continues the Pathway approaches to ensure we are responding to and meeting the needs of our students. The school is divided into three Pathways, as below:

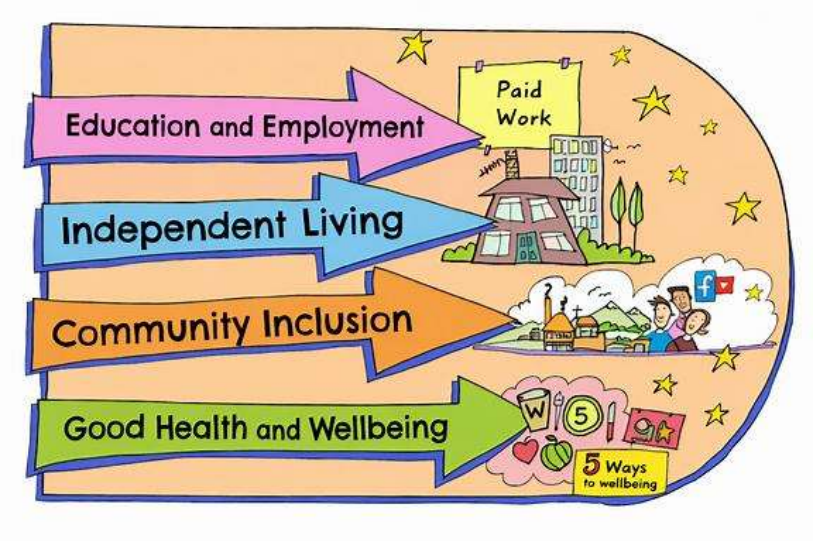
Sensory Learners	Connecting Learners	Active Learners
Primary need: Profound and Multiple Learning Difficulties	Primary need: Severe Learning Difficulties and Autism	Primary need: Severe Learning Difficulties

You can find further information about these three Pathways in our whole-school Curriculum Policy.

NB: In exceptional cases, a student who is in a Sixth Form year group (e.g. 12-14) will be placed in a class not designated as a Sixth Form class because their needs are felt to be better met with this group. In these circumstances, all endeavours will be made to ensure they still have a full Sixth Form experience including access to ASDAN accreditation and work experience opportunities. The school-wide approach to ensuring a young person's offer is tailored to their needs supports this.

The Curriculum – How we achieve our purpose

For our Sixth Formers, the four areas of Preparation for Adulthood, as devised by the Department for Education, are central to our curriculum.



These are split into curriculum areas as follows:

Preparation for adulthood pathway	Subject/ Curriculum area
Education and Employment	Functional Literacy Functional Numeracy Functional ICT Work Experience (school and community contexts)
Independent Living	Food technology Home safety and management Mini Enterprise Leisure Creative skills: Art, Drama, Music
Relationships and community inclusion	Community participation Expressive and receptive communication skills Travel training Safety in the community World of Work
Good Health and Wellbeing	PSHE/ SRE Citizenship PE/ Physiotherapy Swimming/ Hydrotherapy

For each of these curriculum areas, learning intentions will differ depending on which pathway the student follows. Our pathway approaches are summarised below:

OUR SENSORY LEARNERS

Our vision is to maximise every sensory learner's potential to enable them to live as fulfilled life in the community. To this end, communication, both formal and informal, is an integrated element of every session.

The sessions are sensory based and centred upon assessed need and individual strengths and preference. Progress is assessed against individual baselines and recorded against the Routes for Learning framework/ECHP outcomes. The timetable reflects sessions predicated on pupil's highly personalised learning, which is more appropriate to achieving these aims than a formalised timetable.

The four areas of the preparation for adulthood are delivered as follows:

Preparing for Adulthood Pathway	What does it mean for Sensory Learners?

Good Health and wellbeing	Individual programmes covering oral care, individual physio/OT programmes, hydrotherapy, rebound therapy, personal care, medical regimes and scheduled PE lessons. Exploring objects relating to health and wellbeing, as well as healthy food and drink choices.
Independent Living	Educational community visits. Individual programmes designed to increase independence including personal care, and choice making, incorporating sensoryleaners@Ickburgh routine.
Community Inclusion	Sensory stories, individual memory/ stimulation boxes/ materials and local educational visits.
Education and Employment	Soft skills, ICT, working with and reacting to people and objects, ASDAN qualifications.

OUR CONNECTING LEARNERS

Subject area	**What does it mean for connecting Learners?**
PE / Physiotherapy/ Swimming / hydrotherapy	Developing physical/leisure skills and participation. Yoga & relaxation, proprioception, hydrotherapy, rebound therapy, games.
PHSE	Increased emotional regulation, flexibility, confidence, building self-esteem. Story massage, TacPac, sensory circuits, yoga & relaxation.
SRE	Relating to others, using appropriate and functional interactions, communication skills.
Cooking	Exploring food and increasing independence in preparing food and drinks.
Independent Living skills	Increasing independence in small meaningful tasks for everyday life.
Travel training	Transitions, road safety and travel, personal and community safety.
Creative skills	Participating and engaging in creative experiences, developing sensory processing skills.
Using the community	Journeys within school and community settings. Effective transitions within the school, developing leisure skills and choice making, community experiences.
Citizenship	Relating to others, using appropriate and functional interactions, communication skills.
RE	Engaging with a wide variety of people/experiences.
Functional skills	Functional communication skills, PECS, Makaton, objects of reference, Augmentative and Alternative Communication (AAC) to request and comment
ICT	Switch work, cause and effect, ICT in the home, school, and community.
Mini enterprise	Making and selling items.

Workplace skills	Developing work-based skills including transitions, motivation, engagement, routines, practicing functional skills.
Work Experience	Developing work-based skills, developing skills out of the classroom.

Subject area	**What does it mean for Active Learners?**
PE / Physiotherapy/ Swimming / hydrotherapy	School and community sporting activities and events.
PSHE	Health and well-being, relationship circles, managing emotions, Zones of Regulation, rights and responsibilities, preparing for the future.
SRE	Keeping safe, creating and maintaining healthy relationships.
Cooking	Preparing healthy snacks, drinks and meals. Kitchen safety.
Home management	Everyday household tasks and following basic safety rules in the home
Travel training	Journeys within the local community, safety in the community.
Art/DT	Exploring creative activities, visiting venues.
Music	Participating in and creating musical experiences, visiting venues.
Using the community	Using local facilities regularly with increased independence.
Citizenship	Identifying with our community, it's people and our environment
RE	Valuing others
Literacy	Literacy for life and leisure
Numeracy	Maths for everyday life at home and in the community.
ICT	Using devices for leisure, information and learning.
Mini enterprise	Planning, preparing and creating opportunities that raise funds
Workplace skills	Key skills developed through experience of work-related activities and jobs in school
Work Experience	Work placements at school and in the community

Recognising achievements – Accreditation programme by Pathway

ASDAN Personal Progress

The Sixth Form curriculum is underpinned by the **OCR ASDAN suite of Entry Level Qualifications**, a nationally recognised awarding body. These qualifications are highly beneficial to our learners because they provide a flexible, practical and personalised approach. They focus on developing independence,

communication, employability and everyday life skills while recognising small steps of achievement, which helps build confidence and prepare them for adulthood.

The ASDAN program is accessible for learners who can't access traditional exam-based qualifications as they are portfolio-based and linked to real-life experiences. These qualifications are closely aligned with the Preparing for Adulthood outcomes and provide valuable evidence for EHCP targets, transition planning and future pathways into further education, supported internships or employment.

The full list of ASDAN units that we offer is listed below:

Employment

ASDAN unit ref	Unit title	Credit rating
DCS	Developing communication skills	3
DIS	Developing ICT skills	4
DLS	Developing learning skills: learning to learn	5
DRS	Developing reading skills	3
DWS	Developing writing skills	3
DWFI	Developing skills for the workplace: following instructions	2
DWTD	Developing skills for the workplace: getting things done	4
DWCP	Developing skills for the workplace: growing and caring for plants	2
DWHS	Developing skills for the workplace: health and safety	2
DWCA	Developing skills for the workplace: looking after and caring for animals	2
DWLA	Developing skills for the workplace: looking and acting the part	2
EMNS	Early mathematics: developing number skills	2
EMM	Early mathematics: measure	2
EMP	Early mathematics: position	2
EMSO	Early mathematics: sequencing and sorting	3
EMSH	Early mathematics: shape	2
EWEW	Engaging with the world of work: exploring work*	3
EWSP	Engaging with the world around you: sequence and pattern*	3
EWWE	Engaging with the world of work: work experience*	3
MEP	Participating in a mini-enterprise project	4

Independent living

ASDAN unit ref	Unit title	Credit rating
ILHS	Developing independent living skills: having your say	3
ILKS	Developing independent living skills: keeping safe	2
ILOE	Developing independent living skills: looking after your own environment	2
DPS	Dealing with problems	4
ESDU	Engaging with self-help and independence skills: dressing or undressing*	3
ESED	Engaging with self-help and independence skills: eating or drinking*	3
PFE	Planning and preparing food for an event	3
PDS	Preparing drinks and snacks	3
TRE	Recognising time through regular events	3
DRA	Taking part in daily routine activities	3
UMF	Understanding what money is used for	3

Community inclusion

ASDAN unit ref	Unit title	Credit rating
CPCE	Developing community participation skills: caring for the environment	3
CPOA	Developing community participation skills: getting out and about	5
CPPE	Developing community participation skills: personal enrichment	2
EEPT	Encountering experiences: being a part of things*	3
EWCE	Engaging with the world around you: centre and community based events*	4
EWDP	Engaging with the world around you: developing a profile*	3
EWSS	Engaging with the world around you: sensory story*	3
EWOB	Engaging with the world around you: objects*	4
EWPF	Engaging with the world around you: people and friendships*	4
EWTE	Engaging with the world around you: technology*	4
EWNE	Engaging with the world around you: the natural environment*	3
EWTH	Engaging with the world around you: therapies*	2
GOP	Getting on with other people	4
RAQ	Making requests and asking questions in familiar situations	2
PPI	Providing personal information	2
RAR	Rights and responsibilities: everybody matters	3
CGP	Travel within the community: going places	3
CPT	Using a community facility over a period of time	3
ISPR	Using inter-personal skills to contribute to positive relationships	2

Good health

ASDAN unit ref	Unit title	Credit rating
CPSA	Developing community participation skills: participating in sporting activities	3
ILBH	Developing independent living skills: being healthy	2
ILPC	Developing independent living skills: personal care	2
ILPP	Developing independent living skills: personal presentation	2
DSA	Developing self-awareness: all about me	3
EECR	Encountering experiences: creativity*	3
NCA	Engaging in new creative activities	3
LHS	Using local health services	2

Edexcel: Functional Skills Certificate

In addition, some Key Stage 4 and Key Stage 5 students have the opportunity to gain Edexcel Entry Level 1-3 Certificates in English and Maths.

The **Entry Level Maths** Certificate develops the numeracy skills learners need for everyday life. Students build confidence in using whole numbers, money, time and measures, and apply these skills to practical problem-solving such as shopping, travel, cooking and budgeting. They also learn to interpret simple data and make sense of information in real-world contexts. Assessment is through controlled assessments carried out in class. This flexible, low-pressure format enables learners to demonstrate their understanding in practical ways while progressing towards a recognised qualification that supports future learning and adulthood.

Learners working towards the **Entry Level English** Certificate, build practical literacy skills that support everyday communication. Students develop their reading through understanding signs, symbols and short texts, and strengthen their writing by practising functional tasks such as forms, notes, messages and real-life written communication. They also build speaking and listening skills through discussions, role-play and everyday interaction activities. Assessment takes place through teacher-led tasks and controlled assessments, completed in class in manageable steps. This supportive approach allows learners to show what they can do without the pressure of formal exams, helping them grow in confidence and independence.

Learning Journeys

As well as a Live Outcome Map, each student has a 'Learning Journey,' which operates as a bespoke roadmap into adulthood, setting out a highly personalised program of study.

In the Sixth Form, our Learning Journeys combine the principles of the 2014 Care Act with the Preparing for Adulthood Pathways. Mapping the principles of the Care Act onto each pathway enables us to deliver a truly pupil-centred curriculum that supports the delivery of real-world outcomes, ensuring each young person is supported to move confidently towards a meaningful, fulfilling adult life.

Each student is baselined at the beginning of the Sixth Form to create a starting point of their three-year Learning Journey (see appendix 1). Personalised targets are set for each area in collaboration with families and the multidisciplinary team supporting the student. These targets are assessed by RAG rating (Red, Amber, or Green), on a termly basis to ensure they remain current and pupils make the maximum amount

of progress possible. The Learning Journeys also outline the qualifications and/ or units undertaken by each pupil.

Futures and Career Guidance

Every autumn we hold a 'Futures' event for Secondary and Sixth Form families to support students' journeys beyond Ickburgh.

Students are also supported by external providers who deliver independent career advice. Prior to the student's final EHCP review, they also provide individual support to the young person and the family, guiding target setting to feed into the final Annual Review.

For further information, see our Careers and Futures Guidance Policy.

Transitions

We offer a consistent program that enhances students' understanding of the transitional pathways available to them. Our careers service is embedded within Annual Reviews from Year 10 upwards, to support the EHCP process and provide informative and cohesive links to external agencies to effectively fulfil students' future goals and aspirations.

We aim to provide learners, staff and external agencies with the required resources and links to enable them to make informed decisions about their future pathways. We do this by:

- A program of observations and meetings with students KS3, KS4 and KS5 to compile profiles
- Establishing links with parents/carers through parent's evenings, workshops and community events.
- Delivering impartial Careers Information Advice and Guidance that is independent of the school, thereby meeting the School's Statutory obligations in accordance with the Education Act 2011.
- An established program of information events – Futures event.
- Providing learners with the current and relevant information of current pathways in education, apprenticeships and the world of work
- One to one guidance Interviews with leavers
- A transition program in Year 11 and 14 to new placements supported by current Ickburgh staff.

Appendix 1: Learning Journeys

Sixth Form Learning Journey	Name:		Fulfilment Belonging Independence	
Learning Areas (*inc. Care Act criteria*)	ASDAN Units (put the units to be followed in bold)		What can I do now? (Date of baseline Feb 2026)	By the end of Sixth Form (RAG rate these each term) (Date of graduation: July2028)
Friends, relationships, and community ***Developing and maintaining family or other personal relationships. (7)*** ***Making use of necessary facilities or services in the local community, including public transport and recreational facilities (9)***	7	Using interpersonal skills to contribute to positive relationships Getting on with other people Developing self-awareness: all about me Rights and responsibilities: everybody matters Encountering experiences: creativity* Encountering experiences: being a part of things* Engaging with the world around you: people and friendships* Engaging with the world around you: developing a profile*		
	9	Developing community participation skills: getting out and about Travel within the community: going places Understanding what money is used for Developing community participation skills: participating in sporting activities Encountering experiences: being a part of things* Engaging with the world around you: centre and community-based events*		
Employment, training, skills for work ***Accessing and engaging in work, training, education or volunteering (8)***	8	ASDAN PPU Pathway / Functional Skills Pathway Developing reading skills / Edexcel Entry Level 1-3 Certificate English Developing writing skills Early Mathematics: Developing number skills / Edexcel Entry Level 1-3 Certificate Mathematics Early Mathematics: Measure Early Mathematics: Position Early Mathematics: Shape Engaging with the world of work: exploring work* Engaging with the world of work: work experience* Engaging with the world around you: technology* Engaging with the world around you: sequence and pattern*		
Independent Living ***Managing and maintaining nutrition (1)*** ***Managing personal hygiene (2)*** ***Managing toilet needs (3)*** ***Being appropriately clothed (4)*** ***Making safe use of my home (5)*** ***Maintaining a habitable home environment (6)***	1	Preparing Drinks and Snacks Developing Independent Living Skills: Being Healthy Using local health services Participating in a mini-enterprise project Engaging with self-help and independence skills: eating or drinking*		
	2&3	Developing Independent Living Skills: Personal Care Developing Independent Living Skills: Personal Presentation Engaging with self-help and independence skills: dressing or undressing* Engaging with the world around you: therapies*		
	4	Developing skills for the workplace: looking and acting the part Developing Independent Living Skills: Personal Presentation Engaging with self-help and independence skills: dressing or undressing*		
	5	Developing independent living skills: keeping safe Engaging with the world around you: developing a profile* Engaging with the world around you: objects*		
	6	Developing independent living skills: looking after your own environment Developing independent living skills: keeping safe Dealing with problems Taking part in daily routine activities Engaging with the world around you: objects* Engaging with the world around you: sensory story*		
Good Health ***Managing and maintaining nutrition (1)*** ***Managing personal hygiene (2)*** ***Developing and maintaining family or other personal relationships. (7)*** ***Making use of necessary facilities or services in the local community, including public transport and recreational facilities (9)***	1	Preparing Drinks and Snacks Developing Independent Living Skills: Being Healthy Using local health services Engaging with self-help and independence skills: eating or drinking*		
	2	Developing Independent Living Skills: Personal Care Developing Independent Living Skills: Personal Presentation Engaging with self-help and independence skills: dressing or undressing*		
	7	Getting on with other people Using interpersonal skills to contribute to positive relationships Developing self-awareness: all about me Engaging with the world around you: people and friendships* Encountering experiences: being a part of things*		
	9	Developing community participation skills: getting out and about Travel within the community: going places Understanding what money is used for Developing community participation skills: participating in sporting activities Encountering experiences: being a part of things* Engaging with the world around you: centre and community-based events*		