

Accreditation

Students can achieve personalised accreditation at all levels. Accredited courses are linked to EHCP outcomes, pathways, *Preparation for Adulthood Plans* and student interest. The curriculum is accredited through Open Awards and OCR. There is a strong emphasis on developing functional communication, literacy, maths and computing as well as independence, employability and life skills.



Holbrook

School for Autism

Where learning comes to life



14-19 Curriculum Information Booklet

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Introduction

Welcome to Holbrook School for Autism.

We are a specialist school for children and young people with autism and learning disabilities.

Our school is split across two sites consisting of our lower and middle school located at our main site in the village of Holbrook and our upper school site located in Belper.

Most of our 14-19 students are taught at our Belper site, however a small group of these students are based at our main site.

This booklet is designed to give you a general overview of the upper school curriculum and how we support our students to prepare for adulthood and next steps.

Further information can be found on our school website and relevant updates and information can be found on both our Facebook and Twitter pages.



Transitions

To Belper Upper School

Every student is different and may need help in different ways to enable them to make the transition successfully. Support to Upper School includes detailed *My Plans*, staggered visits supported by familiar staff, Open Days, and social stories.



Into Community and Work Experience



Careers Portfolios and individual pen portraits outline the support that each student will receive when transitioning to provision outside of school. All visits are linked to personal provision supported by EHCP and accreditation plans.

Post Holbrook School for Autism Upper School



As part of their career portfolios each year, students will have opportunities to visit colleges, open days and attend careers guidance meetings. By year 14, we aim to have a named destination for all students in order to support our young people in making their next steps.

Careers

We provide a relevant and engaging careers curriculum that is tailored to meet the differing needs and requirements of our students. We work closely with Denby Pottery and the Derbyshire Education and Business Partnership, who support us in developing our careers offer.



As part of the careers programme, all students meet with an independent careers adviser. Students have the opportunity to engage in workplace visits and work experience, visits to education and training establishments and a range of workshops and

events with local employers. This exposure to work is a significant step in preparing young people for adult and working life and the developing of their personal and social skills.

Holbrook School for Autism use the Gatsby Charitable Foundation's Benchmarks to guide careers provision.

THE CAREERS &
ENTERPRISE
COMPANY

Curriculum

Intent

Through our curriculum offer, we recognise the need for personalised outcomes for all our young people. Our curriculum is designed with the understanding that each pupil will have unique starting and destination points. We offer a range of person centred learning opportunities and promote independence within a structured environment whilst building upon key skills developed in previous years.

Implementation

Accreditation and personal provision is designed around each student's stage of access with key areas of learning informed by the *Preparation for Adulthood* strands. Personalised plans enable us to support our students to manage their needs and to develop transferable skills. Fundamental to our curriculum is an ability to understand what the young person's skills, interests and motivations are and how best to develop and support these to establish a successful future.

Impact

Outcomes are measured against linear and lateral progress. Key stages 4 and 5 are also measured through accredited outcomes. All students will develop a personal portfolio, which supports future transitions. We promote an ethos of learning beyond the classroom and students engage in our careers and work experience programme linked to personal outcomes and accreditation.

Preparation for Adulthood

Our curriculum areas are informed by the preparation for adulthood strands:

Education and Employment

Students have opportunities to develop their academic skills in the areas of literacy and numeracy, in a functional and meaningful way. During post-16, students will have increased opportunity to develop skills with greater independence within familiar learning environments, during meaningful community visits and on work experience placements and internships where appropriate.

Independence

It is fundamental that young people develop their independent living skills and are able to access activities in the community to support with transitions and next steps. We aim to build upon previous skills and offer a range of opportunities to develop deeper understanding to support each young person to reach their potential.

Friends, Relationships and Community

Access to learning in the community is an important part of our curriculum and we support students to experience a range of learning opportunities in a functional and meaningful context. Community visits are informed by learning pathways and individual *Preparation for Adulthood Plans*.

Health & Wellbeing

Health and leisure skills are extremely important in supporting young people to enjoy learning in a wide range of different contexts. Students will have access to a range of activities including swimming, gym and dance as well as therapies within school. As part of the post-16 provision students will complete accredited courses linked to healthy lifestyle topics.

Preparation for Adulthood Plans are informed by a student's EHCP, pathway, intended destination and interests.

