

PROPELLER ACADEMY TRUST
Fitzwaryn

'Through learning to learn, pupils will access society'

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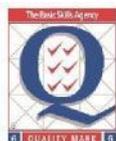
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Student Centre Prospectus



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Introduction

The Student Centre at Fitzwaryn supports the ethos that continues the best work of the school whilst creating a distinctive, more adult, learning environment. We provide a pleasant, healthy and safe environment in which all students are valued and respected. Our eco building is purpose built and separate from the main school, but within the grounds.

To be successful we need parental support and the need for consistency of approaches is paramount. We achieve this through joint working with parents in the form of regular contact through phone calls, use of student's diary and frequent opportunities to meet.

The Student Centre at Fitzwaryn is aimed at developing independence, continuing work on communication and basic skills whilst having at its core the need for preparing for adult life in the most appropriate way for the individual young people.

Parental Support

Parental involvement is required at several different points of the framework of the Student Centre curriculum. We ask that all students are encouraged, by parents, to engage in some form of literacy, numeracy or life skills activities at home. Where specific home tasks are set we may request that parents complete a witness slip and provide photographic evidence if possible. This work may then be included as evidence when student files are sent to NOCN for external moderation working towards a Foundation Learning Diploma or as one of their targets when studying on the Pathways to Adulthood Programme. We also ask parents for any targets they may wish their students to work on whilst in the Student Centre.

Curriculum

The Student Centre aims to provide a wide and diverse range of learning experiences to meet the individual needs of the students and promote the development of the education, social and vocational skills in preparation for adult life. Fitzwaryn School is an approved centre for the delivery of the NOCN programmes of study and we follow the NOCN Pathways to Adulthood Study Programme, Units in Personal Progression (NOCN) and the Units in Independent Living Skills (NOCN) which earn credits towards the Foundation Learning Diploma. Each student has their own Individual Learning Plan which targets their specific learning needs. There is a strong focus on developing communicative skills and encouraging students to make their own learning choices where possible.



The curriculum reflects the transition into adulthood and attempts to balance the academic needs of the student with the personal social and emotional needs they have. The core subjects of literacy, numeracy, ICT (functional skills) are embedded in the curriculum and the students follow the pathways of Independent Living, Employment, Community Participation and Good Health and Well Being as well as Core Behaviour and Core Organisational Skills. These pathways form the foundation of the curriculum and are offered in a practical way to enhance the students' life skills and independence. In this way the Student Centre aims to offer a more functional approach to teaching and learning. It is a clear intention of the Student Centre staff that students take on responsibility for their own environment. Therefore they clean, vacuum, wash up, undertake simple DIY skills, and look after the immediate outside area under close supervision. Students are encouraged to adopt a healthy lifestyle - they plan menus

reflecting healthy eating (we grow some of our vegetables and fruit), take regular exercise and make lifestyle choices for good health in the future as adults.

Some of the activities are offered with other institutions, for example we join King Alfred's Sixth Form on their weekly sports afternoon to give the student extended and integrated opportunities.

A proportion of the timetabled activities at the Student Centre take place off site because we aim to provide opportunities for students to develop functional skills in real life settings. Due to the nature of the offsite activities there are some costs involved. For example we use cafes in town when we are out practicing life skills. The midday meal is prepared by different students each day. The cost of this is £15.00 each week. We also go out for lunch in a variety of cafes and restaurants on an occasional basis (when it is a birthday celebration, Christmas, end of term).

For further information on the curriculum see Curriculum outline.

Three year plan

Work on this programme is continually developing and subject to review. There is flexibility and modification to ensure the individual needs of the student are taken into account. As students advance through Years 12, 13 and 14 there will be more emphasis placed on greater independence and progression through differentiated activities.

There are a number of subjects and activities that are common across all years:-
Functional Skills-Numeracy, Literacy, ICT are intrinsic throughout all areas, Personal and Social Development, Communication, Meal planning, shopping, meal preparation and cleaning

Creativity-art and craft according to individual needs, yoga, Horticulture.

Sport at Wantage Leisure Centre with King Alfred's Sixth form

Hydrotherapy, rebound therapy, horticulture therapy and multi-sensory activities according to student's individual need

Travel training - all students have the opportunity to travel in the community and further afield both supported and independently.

Work programme

In Year 1 for:- Work related learning including cleaning the Student Centre, jobs around the school when required, car washing and valeting, tidying, working in the horticulture facility or in the school grounds, working for the school admin team – shredding, photocopying, replenishing supplies, tidying reception area.

In Year 2:- the students will be involved in the Enterprise project (see below).

In Year 3 they will have the opportunity for an out of school work placement - one whole day throughout the school year as well as continuing to work on the Enterprise project.

We are in the process of developing the Enterprise project with various strands – a takeaway for staff once per week, upcycling a range of articles – chairs, stools, garden furniture, horticulture - hanging baskets and pots, herb boxes, Christmas bulbs, spring bulb pots, cake making – both for events, as special orders and to sell at an outlet. We aim to sell at outlets including a market stall, Dickensian evening as well as in school at parent's evenings

Duke of Edinburgh Award Scheme

All students in the Student Centre will aim to complete their Bronze Award and many will have the opportunity to work towards their Silver Award over the three years. During the week there will be timetabled sessions to practise necessary skills and to update online eDofE records. The award will also be embedded in other areas of the curriculum including our different Enterprise initiatives and Horticulture. We are very keen that

activities undertaken outside of school are also evidenced so students and parents will be able their accounts from home. All students will take on a volunteering role within the wider school community and it may be appropriate for some to extend their voluntary work into the outside community with support. An overnight stay as part of an expedition will also form part of the award for both Bronze and Silver.

Fun!

We are acutely aware that our students are teenagers and seek to intersperse the work timetable with appropriate social and fun events. The students have planned and taken part in trips to the Isle of Wight, London (day trips and overnight in a youth hostel), German Christmas Market in Birmingham, Cotswold water Park, France (travelling by Eurostar and staying 2 nights in a youth hostel) Oxford and residentials at Butlins, Minehead and Centre Parcs Holland (5 days self catering) The highlight of the year is the Prom when they meet friends from other post 16 establishments to socialise, enjoy the food and disco and wear their wonderful outfits!

Assessment, Recording and Reporting

See curriculum outline

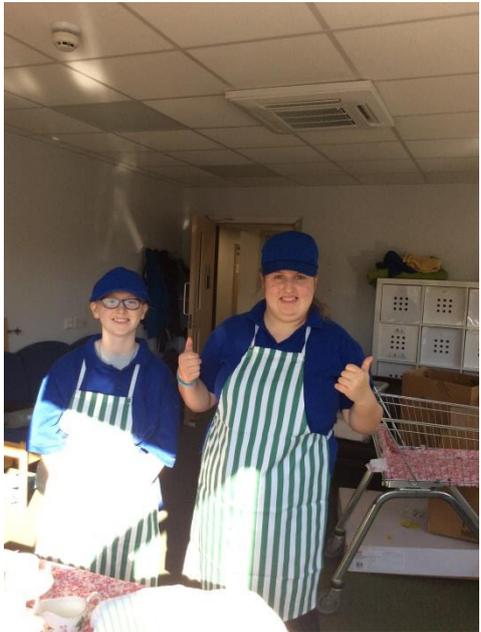
Additional Needs

A number of our students have additional sensory or physical disabilities and the curriculum is tailored to their individual needs. Communication, promoting meaningful choice for our students, is at the core of the curriculum alongside encouraging new experiences both within the Student Centre environment and out in the community

We are able to use the Jacuzzi in the main school and have a session in the hydrotherapy pool at Kingfisher, our Propeller Academy partnership school. They take part in yoga sessions and appropriate exercise activities.

They also experience horticulture therapy by using the horticulture facility and Sensory garden in the main school grounds.

Events, current affairs, festivals, special dates on the calendar and news items are experienced or celebrated in the Sensory Theatre. Some students take part in Rebound Therapy sessions and/or work with the school dog to improve communication and make choices.



Moving on;

Since 2007 when the Student Centre was first established our leavers have progressed to a variety of placements.

2010

2 students went to Abingdon and Witney College for 1 year on the Step 3 course and are now in their third year as students on the Foundation Learning course at Newbury College.

1 student lived in Newbury and went straight to Newbury College. She continues to study on the Foundation Learning course.

1 student accepted a day place at Home Farm Trust, Milton Heights, Didcot.

2011

1 student went to Abingdon and Witney College (Step 3) and is now living independently with friends.

2012

1 student went to live independently with friends

1 student accepted a day place at Home Farm Trust, Milton Heights, Didcot.

1 student accepted a place at the Charlton Day Centre

2013

1 student went to Abingdon and Witney College (Abingdon site) on Pathways 4 course.

1 student accepted a place at Traxx – Motor Vehicle Mechanics as well as Functional skills.

2014

2 students went to Newbury College on the Foundation Learning course

2 students accepted places at Abingdon and Witney College (Witney site) on Pathways 1 and 2

1 student was seeking employment

2015

1 student went to Pennine Camphill Community College in Wakefield

1 student moved to Uplands Educational Trust Swindon

1 student accepted a placement at Pennyhooks Farm, Watchfield nr Swindon

1 student accepted a place at Abingdon and Witney College (Witney site) on Pathways 1

2016

1 student accepted a residential placement at the National Star College, Gloucestershire

2 students accepted places at Newbury College on the Foundation Learning Course.

2017

1 student has moved to Lufton College, Somerset.

1 student accepted a place at Newbury College.

1 student takes part in a range of activities in the community including sessions at Farmability.

2018

3 students moved to Abingdon and Witney College

1 student moved on to Swindon College.

2019

3 to Abingdon and Witney College

1 to Oxford College

1 to Newbury College